

OCTOBER

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1903

The CHAUTAUQUAN



*A Magazine of
Things Worth While*

Colonial

Race Elements in America

The Canadian Northwest

Washington: Promoter and Prophet

What America Spends in Advertising

Daniel Chester French

Training for Citizenship

Nature Study

Highways and Byways

Survey of Civic

Betterment

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THE CHAUTAUQUAN

A Monthly Magazine of Things Worth While

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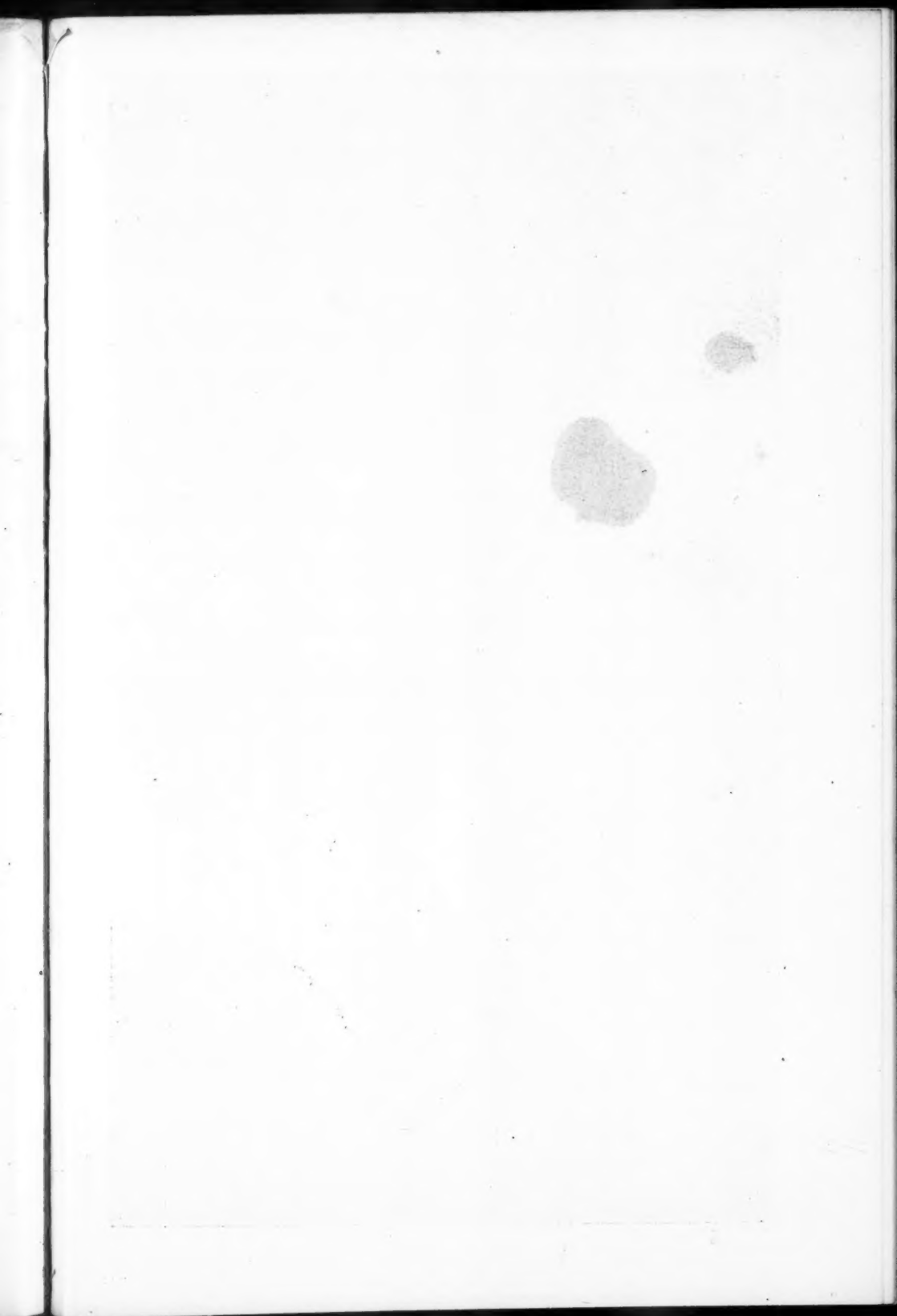
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See page 126.

LAKE LOUISE, ON THE CANADIAN PACIFIC RAILWAY

THE CHAUTAUQUAN

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No. 2.

Highway & Byway



THE long-threatened Macedonian rebellion—it will be called revolution should it succeed—has broken out at last. Misgovernment, cruelty, oppression, brutal repression and intolerable tyranny have brought their inevitable result. Several months ago Russia and Austria presented to Turkey a mild scheme of administrative reform, the application of which was expected to pacify, for a time at least, the insurgent Christians of the territory affected. The Macedonians have been demanding autonomy under a Christian governor and the recent history of European Turkey has seemed to the great majority of justice loving people to justify their demand. Twenty-five years ago the Berlin Congress, which dashed their hope of independence, promised them substantial reforms—protection of life and property, security from arbitrary exactions and fanatical outrage. Since then Roumania, Bulgaria, even Servia, have made steps toward decent and modern government. Only in the *vilayets* called Macedonia have things gone from bad to worse. The latest attempt at “diplomatic intervention” having failed, none of the sultan’s promises to the two powers named being realized, the avowed object of the desperate insurgents is to have armed intervention in their behalf.

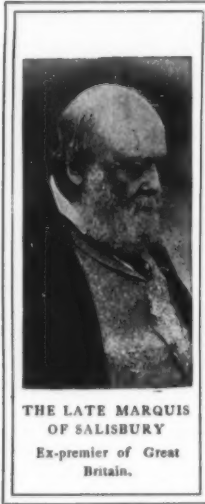
It is plain that the serious uprising—for it is widespread and well organized, as is evidenced by the number of troops already sent by Turkey into Macedonia—finds Europe wholly unprepared for intelligent action. Even Great Britain, once, under Gladstone, the most ardent advocate of the liberation of the Balkan Christians from Ottoman rule, is apathetic and absolutely disinclined to take a single step toward intervention. In parliament Mr. Balfour, the

premier, declared that, culpable as Turkey is, the “balance of criminality” at this time lies with the insurgents. It is true that the active revolutionary bands have levied tribute upon the passive and indifferent elements and have forced many to join the insurrection. It is true that they have destroyed property, exploded bombs, attacked trains and banks and killed Turkish soldiers and Mohammedan subjects. Their defense is, the right and stern necessity of revolution. The powers, however, are not disposed to accept this excuse, and are giving the sultan a free hand as regards the crushing of the rebellion. He pleads, indeed, that the failure to institute the reforms demanded by Russia and Austria is due to the activity of the insurgents themselves—to their collisions with the troops, their quarrels with the Albanians, their conspiracies and violence. And Emperor William, like Mr. Balfour, finds much force in this plea.

But the world is wondering just how far the powers, with their manifest reluctance to act, will allow the sultan to go in his efforts to “pacify” Macedonia. There is a feeling that the terrible “excesses” of the Turkish troops may, after all, force the leading Christian nations to intervene. War upon Turkey is not, it would seem, the only alternative. Were the European nations to call a conference for the purpose of settling the Macedonian question, and were such a conference to demand autonomy for the territory, the sultan would certainly yield.

The ordering by Russia of a formidable squadron into Turkish waters was thought by some to foreshadow intervention. It certainly encouraged the insurgents. But Russia’s only purpose was the enforcement of her demands apropos of the murder of

her consul at Monastir. When she had attained "complete satisfaction" she withdrew the squadron, and all talk of concerted action by the concert ceased again. The



THE LATE MARQUIS
OF SALISBURY
Ex-premier of Great
Britain.

status quo in the Balkans will only be disturbed if Bulgaria, defying the powers, shall declare war on Turkey. Her population is very eager for war, first because of its genuine sympathy with the Macedonian Christians, and second because of the possible annexation of the revolted provinces to Bulgaria. The pressure of Russia and Austria has prevented the Bulgarian govern-

ment from taking the fateful plunge and even compelled it to adopt severe measures against the Macedonian committee operating from Bulgaria. How long this position can be maintained in the teeth of popular clamor and passion is a question no one ventures to answer. Meantime Greece, jealous of Bulgaria, is making manifestations of friendship for her recent enemy, Turkey, and the other Christian principalities of the peninsula are divided by mutual rivalry and hatred. The confusion is almost indescribable.

All that is certain is that decisive action will be avoided as long as possible. Neither Russia or Austria is ready for the final Balkan settlement. The former wants Constantinople and will do nothing to impair her prospects in that direction; the latter has an eye on Salonica. Both are more than busy with internal difficulties, political and industrial.



The Great Issue in England

It is doubtful whether the parliament which was prorogued in the early part of

August will meet again. It is generally believed that a general election, "an appeal to the country," is now practically certain. The Irish land bill having become law there is no important legislative business pending to direct attention from the "paramount" issue so suddenly thrust upon the country by Mr. Chamberlain.

The position of the government is anomalous in the extreme. While it is committed to no fiscal proposal and has merely announced its intention to make an inquiry into the economic policy of the country, Mr. Chamberlain, regarded as the strongest man in the cabinet, has brought criticism upon it by his frank declaration that he is seeking a mandate from the electorate for a departure from free trade. Mr. Chamberlain is not "inquiring"; his mind is made up. He seeks vindication or indorsement at the hands of the voters. As he speaks neither for the government nor for the unionist party, the situation is strange, not to say unparalleled.

The cabinet is divided, the Duke of Devonshire and the chancellor of the exchequer, Mr. Ritchie, leading the free trade and let-alone group of ministers, and Mr. Chamberlain representing the advocates of change. The unionist party is apparently badly split, with the oldest and most influential members (like Sir Michael Hicks Beach, Lord



WANTED: A BETTER POLICEMAN
—Minneapolis Tribune.

Goschen, Sir John Gorst, etc.) reinforced by such able spokesmen of the younger Tory generation as Lord Hugh Cecil, son of Lord Salisbury, and Mr. Churchill, son of the brilliant Lord Randolph Churchill, conducting energetic and determined warfare upon the "Chamberlain faction." The question pressed by the free trade unionist is: How Mr. Chamberlain can venture to request a mandate for a program which the government has distinctly declined to further and which embodies the opinions of but a few individual members of the cabinet.

Meantime the discussion of the fiscal issue proceeds not only in Great Britain but in all the self-governing colonies of the empire. In its latest aspect the scheme of Mr. Chamberlain is quite narrow and unsensational. There is no further talk of a customs union, of free trade throughout the empire and a tariff barrier against the rest of the world. There is no direct or unequivocal demand for the reestablishment of the protective system. In fact, most of Mr. Chamberlain's supporters deny that their policy means the revival of protection. What they are proposing is, in a nutshell, this—preferential treatment of the colonies and the power to retaliate upon foreign nations that discriminate, or may hereafter discriminate, against any part of the British Empire. The power to retaliate may be conferred by legislation that is merely permissive. An act enabling the government to impose duties upon foreign imports under certain circumstances, by way of retaliation, would probably meet with little opposition, except from the thoroughgoing free traders, who hold that retaliation is a boomerang and that a country which paralyzes another by levying import duties injures its own people as much as it injures those of the country so punished.

But the mere power to retaliate would not help the colonies, would not "cement the empire," would not, in short, have any of the effects which Mr. Chamberlain desires to produce. These are to follow from the "preferences." Whereas at pres-

ent England maintains an open door for all, the plan is to close it against the foreigners and open it only for the colonies. The questions which Mr. Chamberlain is asked to answer are these: Since the colonies do not export manufactures and supply the mother country only with foodstuffs and raw materials, what way is there of promoting trade with them except taxing the food and raw materials imported by foreigners? If it be the purpose of the tariff reformers to tax these imports, how will they obtain the consent of the working classes and consumers, who demand cheap bread, and of the manufacturers, who must have free raw materials in order to hold their own in the markets of the world? If raw materials are to remain free, what advantage will Australia reap from the new fiscal policy? Mr. Chamberlain has offered to prove that taxes on food will not increase the cost of living, because the foreigners will pay the duties, and that wages would be automatically raised under his policy. His proof is awaited with interest—and by his opponents with skepticism and amusement.

Premier Balfour, who has remained neutral and of "open mind," is also expected to announce definite conclusions upon the subject. Should he espouse Mr. Chamberlain's cause, dissolution of parliament and a general election upon the issue will immediately follow.



ELIHU ROOT
Secretary of War, who
becomes Alaskan Bound-
ary Commissioner.



Successful American Diplomacy

While it is true that the Manchurian question is still unsettled, what is considered a notable victory for the open-door principle has been won for the United States and the

world by the enlightened yet firm diplomacy of Secretary John Hay. In negotiating a new commercial treaty with China Mr. Hay demanded the opening of two



LUKE E. WRIGHT
Who will become the Governor-General of the Philippines.

additional ports to the trade of the Occident. Russia was opposed to this proposal and she induced the Chinese foreign office to decline it. Secretary Hay insisted, and one reason after another was advanced by China in justification of her unwillingness to accede. Finally she stated frankly that she could not open, or agree to open, ports held by another power.

This placed the burden of resistance on Russia.

But since Russia had explicitly accepted the two fundamental principles of the Chinese settlement, the territorial integrity of the "celestial kingdom" and the open-door, and since, further, she had repeatedly and definitely reaffirmed her intention to evacuate Manchuria and restore it to China, she manifestly could not, when directly addressed by Mr. Hay on the subject, oppose the opening of the new ports. So she declared that she had nothing to do with the controversy and that China was perfectly free to grant the American demand.

Recently an agreement was concluded for the signing on October 8, of a treaty declaring Mukden and a smaller port open, on equal terms, to the trade of the world.

The question recurs, Will Russia really retire from Manchuria on that day, as she has promised to do, or will she find some excuse for retaining actual control of the province while allowing China to perform the ceremony of "opening the door"? It is significant to note that the Russian press continues to claim Manchuria for Russia as a permanent possession. Even a Russian con-

sul has recently declared that it is idle for any nation to keep up the agitation of the Manchurian question, since it is as much Russian as Port Arthur. The developments of the situation will bear watching, though it is generally assumed that nothing can now occur to prevent the fulfilment of China's promise as to the two new ports.

A question of even greater difficulty and delicacy has arisen in connection with the Isthmian canal project. Contrary to earlier expectations, the Colombian senate has, by a unanimous vote, disapproved the Hay-Herran treaty for the acquisition of a strip of territory in Colombia for the purpose of completing the Panama canal. The objection to the treaty was that, by its provision for a perpetual lease and its elaborate provisions for the maintenance of order and the administration of justice within the canal zone, the sovereignty of Colombia was affected. Colombia desires a revision of these paragraphs of the treaty, and our own senate may refuse to ratify changes materially weakening American control of the canal territory. Some of our editors and public men have been indulging in aggressive talk about exercising "the right of international eminent domain," seizing the territory and proceeding to build the canal without the consent of Colombia. Others have been urging the revival of the Nicaragua-Costa Rica project, and pointing to the act of congress which requires the president to turn to that alternative route in the event of the failure of the negotiations with the Bogota government. Secretary Hay has shown no sign of uneasiness or doubt. He believes that Colombia will ratify a satisfactory treaty, and that a little delay will clear away obstacles and remove misapprehensions.

Add to these questions the Venezuela and Alaska cases that are to be settled by arbitration, and the list of American diplomatic successes may well inspire such tributes as Secretary Hay has been receiving. The following from the London *Spectator* has pleased his admirers more than any other encomium:

His ruling qualities are serenity, firmness, a high sense of honor, as well as public duty, a wide knowledge of men and affairs, and without the trace of a bully or blusterer in his composition. He never is awed, not merely by other men, a kind of courage which is not uncommon, but never is awed by rumor, circumstance, or the creation of bogies of any kind.



The Anti-Lynching Campaign

An earnest, searching and intelligent discussion of the lynching problem, now recognized as national rather than sectional, has been in progress throughout the country. The president, justices of the state and federal courts, senators, divines, educators and editors have participated in it. The Chautauqua conference on the subject furnished not a few of the texts of this great campaign of education. [The Chautauqua addresses have been reprinted in pamphlet form.]

With but few exceptions, these leaders of public opinion agree upon the cardinal proposition that "mob law"—really a contradiction in terms—is absolutely indefensible and destructive of the very foundation of the republic. No species of crime can make it less abhorrent or less dangerous than it is, while experience demonstrates that it is resorted to in all cases of crime and does

not tend to decrease even the particular crime which is believed to provoke it. To justify or condone lynching in any circumstance, as Mr. Roosevelt has said in substance, is to invite and encourage it under the greatest variety of circumstances. Due process of law, guaranteed by the constitution, must be secured to every person accused of crime, and to make any kind of distinction between criminals is to nullify the constitution.

But while it is thus admitted to be the duty of the authorities to suppress mob violence and to protect prisoners at any cost (as Governor Durbin, of Indiana, did in the instance which brought him so much commendation), the question arises, How is the lynching habit to be discouraged and eradicated? Is force by the officers of the law the only effective remedy?

There are those—few in number—who hold that the only permanent solution of the lynching problem will be found in complete separation of the white and black races, meaning by separation either colonization of the American negroes in an unoccupied part of our domain, or deportation and colonization in Africa. The great majority of the thoughtful South or North believe that the negroes can not be "separated" in this sense, and that industrially they are needed where they are. More popular, especially in the South, is the proposal to repeal the fifteenth amendment, which enfranchised the emancipated race. The recognition by Republicans like Secretary Root and influential northern newspapers of the "failure" of the "equal-suffrage" experiment lends much strength to this current of opinion.

A suggestion frequently made is the



WILLIAM H. TAFT
Who will become Secretary of War



THE MAN WITH THE SPADE
With apologies to the Man with the Hoe.

—Minneapolis Journal.

abolition of legal delays and technicalities which make justice so slow and uncertain. Were communities, it is urged, sure of swift and stern punishment of heinous offenses, the incentive to mob violence would largely disappear. Justice Brewer, of the United States supreme court, not only indorses this opinion, but goes so far as to advocate the abolition of appeals in criminal cases! England, he says, has no court of appeals for such cases, yet justice is done there. It is, however, a fact, that progressive legal sentiment in England favors the establishment of such a court. The American Bar Association disapproved Justice Brewer's suggestion some two years ago, it appears, and it is now being subjected to very severe criticism in the press. Is property, it is asked, to be treated as of greater value than life and liberty? Are we to assume the infallibility of juries and trial judges in cases that afford the most opportunity to the sway of prejudice, passion and suspicion? Are men to be railroaded to prison or the gallows under sanction of law? Would not the remedy be worse than the disease, amounting indeed to the legalization of lynching, to surrender to the mob?

On the general question of legal delay and technicalities Justice Woodward, of the New York supreme court, said in an address which has attracted wide and favorable attention:

"The technical rules which are made use of by the guilty to delay the day of execution are the rules which guarantee to the innocent the reservation of the rights even in the face of popular clamor, such as has marked the trial of numerous cases in the city of New York during the last few years, when the public press has assumed the office of prosecuting attorney and usurped the province of the jury.

"Convictions under such circumstances have almost invariably been reversed in the appellate courts, because the courts have erred in permitting prejudicial and incompetent evidence to be introduced as a concession to such clamor, and these have called forth vigorous discussions in many of the courts."

After all, the conclusion generally reached is that there is no simple and easy solution of the problem. Moral education is the true if slow remedy, the cultivation of a healthy, sane, sound public opinion. Let lynching be severely punished and at the same time earnestly denounced by pulpit, press, judiciary, executive and the educational agencies of the country, and it will steadily become unpopular. It is not the intolerance and frenzy of the lower elements, it is the indifference and weakness of the better classes of citizens, that have permitted the lynching evil to reach its present dimensions. Reform should begin with these better citizens.



WHITHER BOUND, SAMUEL

—Cleveland Plain Dealer.



LAYING THE CORNERSTONE OF THE NEW HALL OF PHILOSOPHY
At Chautauqua, N. Y., August 15, 1903.

Union Labor and the Civil Service

Generally speaking, the industrial situation of the country, so far as the relations between employers and employed is concerned, has improved considerable in the last month or two. Several great strikes have been settled or have come to an end through the surrender of one of the parties. There are no further reports of serious disorder in connection with such difficulties, and the cause of arbitration is steadily gaining ground. The fear of a "crisis" has vanished. While the organizations of employers for defensive purposes have "come to stay," there will be no general attack on unionism.

Meantime, however, an interesting issue has arisen between the national government and certain labor elements. An employe in the public printing office having been discharged in consequence of his expulsion from a union of his craft, President Roosevelt ordered his reinstatement on the ground

that the discharge was a violation of the Civil Service law. In his letter on the incident to Secretary Cortelyou, Mr. Roosevelt stated that the government had no right to discriminate against or in favor of any class of citizens; that neither membership nor non-membership in a union could lawfully be made the prerequisite to or condition of employment in the executive departments, and that while public servants had the right to form or join organizations of a proper character, the rules and regulations of such organizations could not be permitted to override the law.

The press and public opinion strongly supported this position, but it offended some representatives of union labor, and the cry was raised that the administration was waging war on unionism. The text of an identical note to all the secretaries, in which the president instructed them to apply the non-discrimination principle in their respective departments, added fuel to the fire.

But there was nothing either in the original order or in the note which followed it to warrant the charge of governmental hostility toward organized labor. Refusal of preferential treatment is not hostility. A private employer may agree to employ union men (or non-union men) exclusively; he has a right to exercise whatever preferences his interest or convenience may suggest. The government as employer stands on a different footing. It is supported by general taxation; it knows no tests for the civil service save those prescribed by the law. It must treat all citizens alike and have one standard of fitness for all.

These elementary principles should readily be grasped and should prevent any serious misunderstanding of the government's attitude. Those labor spokesmen who believe that it is just to give union men a preference in public employment will have to convince congress of this, and secure legislation recognizing their special claims. The attempt will hardly be made. In New Zealand union men enjoy a preference, but that community has a system of compulsory arbitration.



"Control" and Restraint of Trade

In the case of the federal government against the Northern Securities Company the United States circuit court unanimously decided that the "merger" method was a violation of the Sherman anti-trust act. The doctrine laid down in that great suit was, in a word, this—that the control of independent and competing railroad companies by a stockholding corporation owning a majority of the shares of each of its constituent companies was a form of restraint of competition and that the mere fact of such control, the mere opportunity to do away with competition and enforce a uniform policy, was repugnant to the anti-monopoly law of the nation.

That doctrine was severely criticized in certain circles, but the majority of the legal commentators indorsed it as valid and reasonable. To hold otherwise, it was said,

was to encourage easy evasion of the anti-trust law and to reduce it to absurdity.

But Judge Lochren of the same court, in the case of the state of Minnesota against the Securities Company, reached conclusions contrary to those of the four judges who decided for the government in the suit under the federal law. The state of Minnesota sought an injunction to prevent the "merger" from voting the stock of the Great Northern and Northern Pacific Railroad companies. It contended that the organization of the Securities Company was an attempt to do by indirection what the laws of the state forbade companies within its jurisdiction to do directly—namely, to consolidate parallel and competing railroads, and to combine for the purpose of stifling competition. It did not allege any more than the government had alleged in the suit under the federal act, that the Securities Company had actually restrained trade by raising rates or in any other way; it took the ground that the combination itself, apart from any acts, was illegal.

Judge Lochren held that the transfer of the stock of the constituent companies to, and the acquisition of this stock by the Northern Securities Company did not amount to a combination agreement or device in restraint of trade, and that the existence of the power or opportunity to restrain competition was not a sufficient basis for equitable intervention. He very clearly epitomized his decision in the following paragraphs:

"It is held that it will be for the interest of the Northern Securities Company to restrain trade by suppressing competition between these two railroad companies, and that by coercing or persuading the two boards of directors, whom it has the power to elect, it will certainly cause them to commit highly penal offenses by entering into combinations, contracts and arrangements in restraint of trade, in violation of the anti-trust act, and hence the Northern Securities Company is already guilty of these offenses that have never been committed or thought of by its officers or promoters so far as appears, and it must be suppressed and destroyed.

"I am compelled to reject the doctrine



TOM L. JOHNSON
Democratic Nominee for
Governor.



JOHN H. CLARKE
Democratic Candidate for
United States Senate.



MYRON T. HERRICK
Republican Nominee for Gov-
ernor.



MARCUS A. HANNA
Republican Candidate for
re-election to United
States Senate.

A CURIOUS POLITICAL SITUATION

In the Ohio campaign this fall the two candidates for Governor and the two nominees for United States Senate are all residents of Cleveland.

that any person can be held to have committed, or to be purposing and about to commit a highly penal offense, merely because it can be shown that his pecuniary interests will be thereby advanced, and that he has the power either directly by himself or indirectly through persuasion or coercion of his agents to compass the commission of the offense."

Strictly and technically speaking, this decision has no bearing on the pending suit under the federal law. Still the logic and reasoning of the opinion are radically at variance with the opinion of the four circuit court judges. The supreme court cannot affirm either of these decisions without reversing the other. Judge Lochren's view, it is admitted even by those who commend it, would enable the corporations of one state to evade and nullify the laws of another state. Control by means of common ownership of securities is certainly as effective as any other form of control. However, the question is not whether the decision is in harmony with public policy but whether it correctly interprets the constitutional and statutory provisions of Minnesota in relation to railway consolidation and combinations tending to monopoly.

At Last a School of Journalism

An interesting experiment is to be tried by the University of Columbia. An endowment of \$2,000,000 provided by Mr. Joseph Pulitzer, editor and publisher of the *New York World*, has enabled it to announce the establishment of a School of Journalism. The desirability of scientific and professional training of journalists has long been under discussion, and some attempts have been made in that direction. The journalistic profession has not, however, taken them very seriously, owing to the disproportion between the object and the means.

The Columbia school will be rational in its scope and will hold toward the university, a relation similar to that of the School of Medicine or the Law School. Eminent men have agreed to serve on the advisory board of this institution, and the plan contemplates courses in all the studies essential to successful newspaper making. It is hoped to elevate journalism to a place among the learned and liberal professions.

Opinions differ widely as to the probable results of this laudable departure. Journalists, it is said, are born, not made, and a

school can not produce faculties, though it may develop them. The journalist needs education, but no amount of knowledge will make one lacking the special talents requisite a good journalist. Lectures on ethics cannot make men fair, scrupulous accurate, conscientious. Nor can teaching impart to writing the quality of readableness and attractiveness. The abuses and excuses of "yellow journalism" are not due to want of training. They are the product of commercialism and deliberate sensation-mongering. Medical schools have not altogether done away with quacks; law schools turn out shysters as well as high-minded lawyers.

All this is admitted, however, by the sponsors of the proposed school. In spite of it they see great possibilities of good in the project. They do not expect to banish vulgarity, silliness and quackery from the world of newspaperdom, but they do expect to supply fit and intelligent and self-respecting men to those newspapers which are guided by sound principles and noble ideals. That such newspapers have any difficulty in finding such men now seems to be taken for granted. It is, at all events, gratifying to know that the school will be conducted under the best auspices. May it not disappoint its founder and its enthusiastic friends.



The Wider Education

With the passing of September days activity reawakens in all realms and ranks of the active educational process. Playtime is over once again. To days of relaxation succeeds the renewal of mental tension, the girding up for readiness to enter upon another race along a higher course. From the little learner who, environed by maternal solicitude, sets proudly forth to be enrolled for the first time in the kindergarten to the patient questioner of nature's secret processes between the microcosm and the macrocosm who joyfully closes his laboratory doors upon the outer world, a new year of effort and attainment begins. A

wistfulness of memory is not unusual in these days with those to whom participation in this eager striving of the spirit is no longer a part of daily experience. They miss the former glow of satisfaction which is the healthful accompaniment of a turning from rest, physical and intellectual, to new adventures of the mind. They remember the joyous comradeship of undergraduate days, the exhilarating sense of growth with which one passes from grade to grade in academic standing. Others there are, some yet young, some in middle age, who regretfully are conscious that the training of the preparatory school, of the college, or of technical study, has not been and can not be theirs. So there are many to whom the open doors of a new year in education and advance along all lines in scientific knowledge, artistic achievement, civic betterment, and industrial improvement seem of no significance as regards their individual lives. In reality the doors are flung open for them to enter upon what might be called the wider education in distinction from the so-called higher. It is theirs to share freely in their own homes in the daily growing knowledge and deepening wisdom of the world. The latest wonder-mark just reached in the explorations of science in the unknown worlds close about us, copy and description of the new picture in a city thousands of miles away, record and illustration of the dangerous journey or of travel for pleasure, the sayings and very personality of those called to handle world-problems, great thoughts wrought out slowly by the foremost thinkers of the time, practical advice from altruistic teachers of humanity how to find the richer values in the stuff from which daily life must be fashioned,—all these with the liberal education they imply and include are within the reach of any one who chooses widely amid the reading offered by the leading periodicals of the land. It is a just claim for THE CHAUTAUQUAN that it ministers faithfully to this wider education and brings it home to all who will receive it.

ALICE E. HANSCOM.

Correlation

The "constant reader" of this magazine will note the recurrence of a title above which disappeared for a time from these pages. The "correlation" paragraphs were dropped upon the friendly advice of a fellow-editor, who believed that readers did not care to be reminded every month of editorial methods, that they were interested solely in the printed material. We have been convinced by personal contact with readers that as often happens in editorial offices, the "shop" point of view was a mistaken one. Readers say that they do like to know what editorial reasons prompt the publication of various features of an issue of the magazine, particularly since we profess to follow a plan which differs from other popular magazines of the day. For four years we have been grouping the contents of the magazine about certain "key topics of the hour" and yet, our reading friends have told us when they caught us face to face, we have no right to assume that the readers will figure out the phases of such a plan of correlation each month, however clear they may be to the professional editors.

This plain talk from readers is worth any amount of editorial theorizing, and "correlation" paragraphs are back to stay as long as they shall prove mutually useful. In this issue, for instance, the articles on the "Colonial Race Elements in America" and "Training of the Citizen," continue the "key topics" of the magazine for the year: "Racial Composition of the American People" and "The Civic Renaissance."

Mr. Commons's analysis of colonial race elements may serve to correct some long and loud claims to race predominance in the development of the country, and the showing of the Scotch-Irish—which is neither Scotch nor Irish strictly speaking—as the great amalgamating racial element exhibits a rather characteristic American paradox.

The Reading Journey through "Ontario and the Canadian Northwest" vividly pictures a development from pioneer conditions that parallels before our very eyes what the fathers did this side the border line—a line

which along our own northwest is purely artificial and economically no barrier to largely increasing intermigration. When one reads in his daily paper as this is written that a \$250,000,000 Pan-American railway company has been incorporated which plans to connect Hudson Bay with Buenos Ayres, the importance of becoming better acquainted with our racial neighbors is emphasized so that a commercial age understands it.

To this first group of articles belong also the papers portraying typical American enterprise: "Washington: Promoter and Prophet" of the pioneer days; and "What America Spends in Advertising," a distinctly present-day phenomenon. Temperament the predominant strenuous qualities of American character, it is interesting to note the personality of "A Modern American Idealist" like Ernest Crosby. And the sketch of "Daniel Chester French," the sculptor, strikes the artistic note that is the newer product of American conditions and an earnest of "The Civic Renaissance."

Under the second "key topic" just named, "The Training of the Citizen" presents a striking and novel interpretation of "liberty, equality and fraternity" in terms of modern education under democratic ideals. The articles on "Public School Art Societies" and "Nature Study for Parents and Teachers" obviously group themselves here, and such items in the "Survey of Civic Betterment" as the proposed "School Instruction in Municipal Government," "Gold Medals for the 'School City,'" "Park Needs of the Industrial City" and "The Place of Nature Study in Modern Education," give further hints of the "group plan" of the magazine as a "Spare Minute Reading Course" in itself.

What the Paragraphers Say

The C. L. S. C. is twenty-five years old, and from a life insurance standpoint is a fine risk.—*Pittsburg Gazette.*

Customer—"To what do you attribute the great cleansing power of your soap?" Dealer—"To judicious advertising."—*Chicago Daily News.*

Famous sayings—"I'll be back in a couple of minutes," as Lou Dillon remarked to a starter.—*Cleveland Plain Dealer.*

Racial Composition of the American People

COLONIAL RACE ELEMENTS

BY JOHN R. COMMONS

Statistician National Civic Federation, author of "Distribution of Wealth," "Proportional Representation," etc.



DOUBTLESS the most fascinating topic in the study of races is that of the great men whom each race has produced. The personal interest surrounding those who have gained eminence carries us back over each step of their career to their childhood, their parents and their ancestry. Pride of race adds its zest, and each race has its eulogists who claim every great man whose family tree reveals even a single ancestor, male or female, near or remote, of the eulogized race. Here is a "conflict of jurisdiction," and the student who is without race prejudice begins to look for causes other than race origin to which should be ascribed the emergence of greatness.

DISTRIBUTION OF ABILITY

Mr. Henry Cabot Lodge attempted, some years ago, to assign to the different races in America the 14,243 men eminent enough to find a place in "Appleton's Encyclopedia of American Biography." He prepared a statistical summary in his "Historical and Political Essays," as follows:

TOTALS BY RACE

English	10,376
Scotch-Irish	1,439
German	659
Huguenot	589
Scotch	436
Dutch	336
Welsh	159
Irish	109

French	85
Scandinavian	31
Spanish	7
Italian	7
Swiss	5
Greek	3
Russian	1
Polish	1
Total	14,243

When we inquire into the methods necessarily adopted in preparing a statistical table of this kind, we discover serious limitations. Mr. Lodge was confined to the paternal line alone, but if, as some biologists assert, the female is the conservative element which holds to the type, and the male is the variable element which departs from the type, then the specific contribution of the race factor would be found in the maternal line.* However, let this disputed point pass. We find that in American life two hundred years of intermingling has, in many, if not in most cases of greatness, broken into the continuity of race. True, the New England and Virginia stock has remained during most of this time of purely English origin, but the very fact that in Mr. Lodge's tables Massachusetts has produced 2,686 notables, while Virginia, of the same blood, has produced only 1,038, must lead to the suspicion that factors other than race extraction are the mainspring of greatness.

It must be remembered that ability is not identical with eminence. Ability is the

*See references in bibliography appended.

This is the second of a series of nine articles on the "Racial Composition of the American People." The full list, in *The Chautauquan*, from September, 1903, to May, 1904, is as follows:

Race and Democracy (September).
Colonial Race Elements (October).
The Negro (November).
Immigration During the Nineteenth Century (December and January).

Industry (February).
Social Problems (March).
Religion and Politics (April).
Amalgamation and Assimilation (May).

product of ancestry and training. Eminence is an accident of social conditions. The English race was the main contributor to population during the seventeenth century, and English conquest determined the form of government, the language and the opportunities for individual advancement. During the succeeding century the Scotch-Irish and the Germans migrated in nearly equal numbers, and their combined migration was perhaps as great as that of the English in the seventeenth century. But they were compelled to move to the interior, to become frontiersmen, to earn their living directly from the soil, and to leave to their English-sprung predecessors the more prominent occupations of politics, literature, law, commerce and the army. The Germans, who, according to Lodge, "produced fewer men of ability than any other race in the United States," were further handicapped by their language and isolation, which continue to this day in the counties of Pennsylvania where they originally settled. On the other hand, the Huguenots and the Dutch came in the first century of colonization. They rapidly merged with the English, lost their language, and hence contributed their full share of eminence. Finally, the Irish, Scandinavian and other races inconspicuous in the galaxy of notables, did not migrate in numbers until the middle of the nineteenth century, and in addition to the restraints of language and poverty they found the roads to prominence preoccupied.

Besides the accident of precedence in time, a second factor, distinct from race itself, has contributed to the eminence of one race over another. The Huguenots and the French, according to Lodge's statistics, show a percentage of ability in proportion to their total immigration much higher than that of any other race. But the Huguenots were a select class of people, manufacturers and merchants, perhaps the most intelligent and enterprising of Frenchmen in the seventeenth century. Furthermore, the direct migration from France to this country has never included many peasants

and wage earners, but has been limited to the adventurous and educated. Had the French-Canadians, who represent the peasantry of France, been included in these comparisons, the proportion of French eminence would have been reduced materially.

The same is true of the English. Although sprung from one race, those who came to America represented at least two grades of society as widely apart as two races. The Pilgrims and Puritans of New England were the yeomen, the merchants, the manufacturers, skilled in industry, often independent in resources, and well trained in the intellectual controversies of religion and politics. The southern planters also sprang from a class of similar standing, though not so strongly addicted to intellectual pursuits. Beneath both these classes were the indentured servants, a few of whom were men of ability who were forced to pay their passage by service. But the majority of them were brought to this country through the advertisements of shipowners and landholders or even forcibly captured on the streets of cities, or transported for crimes and pauperism. Though all of these classes were of the same race, they were about as widely divergent as races themselves in point of native ability and preparatory training.

The third and most important cause of eminence, apart from ancestry, is the social and legal environment. An agricultural community produces very few eminent men compared with the number produced where manufactures and commerce vie with agriculture to attract the youth. A state of widely diversified industrial interests is likely to create widely diversified intellectual and moral interests. Complicated problems of industry and politics stimulate the mind and reflect their influence in literature, art, education, science, and the learned professions. Most of all, equal opportunity for all classes and large prizes for the ambitious and industrious serve to stimulate individuals of native ability to their highest endeavor. It was the dead-

ening effects of slavery, creating inequalities among the whites themselves, that smothered the genius of the Southerner whether Englishman, Huguenot, or Scotch-Irish, and it was the free institutions of the North that invited their genius to unfold and blossom.

These considerations lead us to look with distrust on the claims of those who find in



THE IRISH TYPE

From Ripley's "Races of Europe." Courtesy D. Appleton & Co.

race ancestry or in race intermixture the reasons for such eminence as Americans have attained. While the race factor is decisive when it marks off inferior and primitive races, yet, in considering those European races which have joined in our civilization, the important questions are: From what social classes is immigration drawn? and, Do our social institutions offer free opportunity and high incentive to the youth of ability? In so far as we get a choice selection of immigrants and in so far as we afford them free scope for their native gifts, so far do they render to our country the services of genius, talent and industry.

INCENTIVES TO IMMIGRATION

It is the distinctive fact regarding colonial migration that it was Teutonic in blood and Protestant in religion. The English, Dutch, Swedes, Germans and even the Scotch-Irish, who constituted practically the entire migration, were, less than two thousand years ago, one Germanic race in the forests surrounding the North Sea. The Protestant Reformation, sixteen centuries later, began among

those peoples and found in them its sturdiest supporters. The doctrines of the Reformation, adapted as they were to the strong individualism of the Germanic races, prepared the hearts of men for the doctrines of political liberty and constitutional government of the succeeding century. The Reformation banished the idea that men must seek salvation through the intercession of priests and popes, who, however sacred, are only fellow men, and set up the idea that each soul has direct access to God. With the Bible as a guide and his own conscience as a judge, each man was accountable only to one divine sovereign.

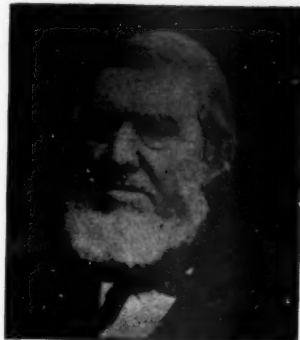
From the standpoint of the age, this doctrine was too radical. It tended to break up existing society into sects and factions, and to precipitate those civil and religious wars which ended in a Catholic or aristocratic reaction. When this reaction came the numerous Protestant sects of the extremest types found themselves the objects of persecution, and nothing remained but to seek a new land where the heavy hand of repression could not reach them. Thus America became the home of numberless religious sects and denominations of these several races. From England came Congregationalists ("the Pilgrims"), Puritans, Quakers, Baptists; from Scotland came Presbyterians; from Germany came Quakers, Dunkards, Pietists, Ridge Hermits, Salzburger and Moravians.

It is not to be inferred that religious persecution alone in the early colonial period caused emigration. In point of numbers, commercial enterprise was probably equally influential. In Holland all religious sects were welcomed with a liberality far in advance of any other nation, and, at the same time, the Dutch people were the most advanced in the modern pursuits of trade and commerce. The Dutch settlement of New Amsterdam was therefore a business enterprise, and neither before or after the conquest by the British was there any religious obstacle to the reception of other races and religions. In this respect New York differed widely from New England, where

religious exclusiveness preserved the English race as a peculiar people until the middle of the nineteenth century. So diverse were the races in New York, and so liberal were the opportunities open to all, that Governor Horatio Seymour was able to say that nine men prominent in its early history represented the same number of nationalities. (See the sixteenth report of the Bureau of Labor, p. 957.) Schuyler was of Dutch descent, Herkimer of German, Jay of French, Livingston of Scotch, Clinton of Irish, Morris of Welsh, while Hamilton was a West India Englishman and Baron Steuben a Prussian.

Another colony to which all races and religions were welcomed was Pennsylvania. William Penn established this colony both as a refuge for the persecuted Quakers of England and as a real estate venture. He was the first American to advertise his dominions widely throughout Europe, offering to sell one hundred acres of land at two English pounds and a low rental. His advertisements called attention to popular government and universal suffrage; equal rights to all regardless of race or religious belief; trial by jury; murder and treason the only capital crimes, and reformation, not retaliation, the object of punishment for other offenses. Thus Pennsylvania, although settled a half century later than the southern and northern colonies, soon exceeded them in population. Penn sent his agents to Germany and persuaded large numbers of German Quakers and Pietists to cast their lot in his plantation, so that, in twenty years, the Germans numbered nearly one-half the population. Again, in the beginning of the eighteenth century, when Louis XIV overran the Palatinate and thousands of Germans fled to England, the English government encouraged their migration to America. In one year four thousand of them, the largest single emigration of the colonial period, embarked for New York, but their treatment was so illiberal that they moved to Pennsylvania, and thenceforth the German migration sought the latter colony. These people settled at

Germantown, near Philadelphia, and occupied the counties of Bucks and Montgomery, where they continue to this day with their peculiar language, the "Pennsylvania Dutch." Not only William Penn himself, but other landowners in Pennsylvania, and also the shipowners, advertised the country in Germany, and thousands of the poorer



THE SCOTCH TYPE

From Ripley's "Races of Europe." Courtesy D. Appleton & Co

sort of Germans were induced to indenture themselves to the settlers to whom they were auctioned off in payment for transportation. Probably one-half of all the immigrants of the colonial period came under this system of postpaid transportation, just as, at the present time, nearly two-thirds come on prepaid tickets. It was in Pennsylvania that the largest portion of the Scotch-Irish settled, and, before the time of the Revolution, that colony had become the most populous and most diversified of all the colonies. It was the only colony, except Maryland, that tolerated Roman Catholics, and with all phases of the Christian religion and all branches of the Teutonic and Celtic races, Pennsylvania set the original type to which all of America has conformed, that of race intermixture on the basis of religious and political equality.

THE SCOTCH-IRISH

It has long been recognized that, among the most virile and aggressive people who came to America in colonial times and who have contributed a peculiar share to the American character, are the Scotch-Irish.



PURITAN TYPE. "RETURN OF THE MAYFLOWER"

From a painting by Boughton, 1834.

Their descendants boast of their ancestry and cite long lists of notables as their codrivatives. Yet, until recent years, it has been the misfortune of the Scotch-Irish to have escaped historical investigation; for American history has been written chiefly in New England, whose colonial Puritans forbade them in their midst. In fact, from the earliest settlement, the Scotch-Irish have been pioneers and men of action. They have contributed to America few writers and artists, but many generals, politicians and captains of industry. In literature they claim two eminent names, Irving and Poe; but in the army, navy, politics and business, they claim John Paul Jones, Perry, Andrew Jackson, Winfield Scott, Zachary Taylor, Ulysses S. Grant, Stonewall Jackson, George B. McClellan, Alexander Hamilton, John C. Calhoun, James G. Blaine, Jefferson Davis, Thomas Benton, Hendricks, John C. Carlisle, Mark Hanna, William McKinley, Matthew S. Quay, Andrew Carnegie, John D. Rockefeller, Horace Greeley, Henry Watterson, and hundreds alike famous in the more strenuous movements of American life.

A paradoxical fact regarding the Scotch-Irish is that they are very little Scotch and

much less Irish. That is to say, they do not belong mainly to the so-called Celtic race, but they are the most composite of all the people of the British Isles. They are called Scots because they lived in Scotia, and they are called Irish because they moved to Ireland. Geography and not ethnology has given them their name. They are a mixed race through whose veins run the Celtic blood of the primitive Scot and Pict, the primitive Briton, the primitive Irish, but with a larger admixture of the later Norwegian, Dane, Saxon, and Angle. How this amalgamation came about we may learn from the geography of Scotland.

The Highlands of Scotland begin at the Grampian Hills, and extend north and west beyond a line roughly drawn from the Clyde to the Moray Firth. The Lowlands extend south from this line to the British border and include the cities of Glasgow and Edinburgh. The Scotch-Irish came from that southwestern part of the Lowlands, which bulges out toward Ireland north of the Solway Firth. Over these Lowland counties, bounded by water and hills on three sides, successive waves of conquest and migration followed. First the primitive Caledonian or Pict was driven to the

Highlands, which to this day is the Celtic portion of Scotland. The Briton from the south, pressed on by Roman and then by Teuton, occupied the country. Then Irish tribes crossed over and gained a permanent hold. Then the Norwegian sailors came around from the north, and to this day there are pure Scandinavian types on the adjacent islands. Then the Saxons and Angles, driven by the Danes and Normans, gained a foothold from the east, and lastly the Danes themselves added their contingent. Here in this Lowland pocket of territory no larger than a good-sized American county, was compounded for five hundred years this remarkable amalgam of races.

A thousand years later, after they had become a united people and had shown their metal in the trying times of the Reformation, they furnished the emigrants who displaced the Irish in the north of Ireland. James I, whom Scotland gave to England, determined to transform Catholic Ireland into Protestant England, and thereupon confiscated the lands of the native chiefs in Ulster and bestowed them upon Scottish and English lords on condition that they settle the territory with tenants from Scotland and England. This was the "great settlement" of 1610, and from that time to the present, Ulster has been the Protestant stronghold of Ireland. As late as 1881 the population of Ulster was 47.8 per cent Catholic, 21.7 per cent Episcopalian and 26.8 per cent Presbyterian, an ecclesiastical division corresponding almost exactly to the racial division of Irish, Scotch, and English. During the whole of the seventeenth century—the first century of this occupation—the Catholics and Episcopalians were in a much smaller proportion than these figures show for the present time, and the relative increase in Irish and Episcopahans during the eighteenth century was closely connected with the migration of the Scotch to America.

For one hundred years the Scotch multiplied in Ulster and had no dealings with the remnants of the Irish whom they

crowded into the barren hills and whom they treated like savages. They retained their purity of race, and although, when they came to America they called themselves Irish and were known as Irish wherever they settled, yet they had no



A DUNKER SISTER

German colonial descent. Courtesy of Scribner's Magazine.

Irish blood except that which entered into their composition through the Irish migration to Scotia fifteen hundred years before.

Yet, though they despised the Irish, they could not escape the unhappy fate of Ireland. The first blow came in 1698, nearly one hundred years after their settlement. English manufacturers complained of Irish competition, and the Irish parliament, which was a tool of the British crown, passed an act totally forbidding the exportation of Irish woollens, and another act forbidding the exportation of Irish wool to any country save England. Their slowly growing linen industry was likewise discriminated against in later years. Presbyterian Ulster had been the industrial center of Ireland, and these acts nearly destroyed her industry. Next Queen Anne's parlia-

ment adopted penal laws directed against Roman Catholics and Presbyterians, and the Test Act, which compelled public officials to take the communion of the Established Church, deprived the entire Scotch population of self-government. Nevertheless, they were compelled to pay



"DEVIL ANSE" HATFIELD

A mountain white descendant of Scotch-Irish and indentured servants. Courtesy of *Journal of Sociology*

tithes to support the Established Church to which they were opposed. Lastly, the hundred-year leases of the tenants began to run out, and the landlords offered renewals to the highest bidders on short leases. Here the poverty-stricken Irish gained an unhappy revenge on the Scotch who had displaced them of their ancestral lands, for their low standard of living enabled them to offer rack rents far above what the Scotch could afford. No longer did religion, race pride or gratitude have a part in holding Ulster to Protestant supremacy. The greed of absentee landlords began to have full sway, and in the resulting struggle for

livelihood, hopeless poverty was fitter to survive than ambitious thrift.

The Scotch tenants, their hearts bitter against England and aristocracy, now sought a country where they might have free land and self-government. In 1718, it is stated that 4,200 of them left for America. After the famine of 1740 there were 12,000 who left annually. Altogether, in the half century just preceding the American Revolution, 200,000* persons, or one-third of the Protestant population of Ulster, are said to have emigrated, and the majority came to America. This was by far the largest contribution of any race to the population of America during the eighteenth century, and the injustice they suffered at the hands of England made them among the most determined and effective recruits to the armies that won our independence.

Before the Scotch-Irish moved to America the Atlantic coast line had been well occupied. Consequently, in order to obtain land for themselves, they were forced to go to the interior and to become frontiersmen. They found in Massachusetts a state church to which they must conform in order to be admitted to citizenship. But what they had left Ireland to escape they would not consent in a new country to do. The Puritans were willing that they should occupy the frontier as a buffer against the Indians, and so they took up lands in New Hampshire, Vermont, Western Massachusetts and Maine. Only a few congregations, however, settled in New England—the bulk of the immigrants entered by way of Philadelphia and Baltimore, and went to the interior of Pennsylvania surrounding and south of Harrisburg. They spread through the Shenandoah valley and in the foothill regions of Virginia and North and South Carolina. Gradually, they pushed farther west, across the mountains into Western Pennsylvania, about Pittsburg, and into Ohio, Kentucky and

* These figures are probably exaggerated, but authorities agree upon the magnitude of the migration.

Tennessee. In all of these regions they fought the Indians, protected the older inhabitants from inroads, and developed those pioneer qualities which for one hundred years have characterized the "winning of the west."

The Scotch-Irish occupied a peculiar place in the new world. More than any other race they served as the amalgam to produce, out of divergent races, a new race, the American. The Puritans of New England, the Quakers of Pennsylvania, the Cavaliers of Virginia, were as radically different as peoples of different races, and they were separated from each other in their own exclusive communities. The Germans were localized in Pennsylvania and Maryland, the Dutch in New York, but the Scotch-Irish "alone of the various races in America were present in sufficient numbers in all of the colonies to make their influence count; they alone of all the races had one uniform religion; had experienced together the persecutions by state and church which had deprived them at home of their civil and religious liberties; and were the common heirs to those principles of freedom and democracy which had been developed in Scotland as nowhere else. At the time of the American Revolution there were in all above five hundred settlements scattered over practically all the American colonies." * Trained as they were in the representative democracy of the Scottish kirk, thrown on their own resources in the wilderness, mingled with the pioneers of many other races, they took the lead in developing that western type which in politics and industry became ultimately the distinctive American type.

* See appended bibliographical note, books by Hanna and Roosevelt.

TOPICAL ANALYSIS

- I. Colonial race elements as contributors to American character. Distinction between ability and eminence. Factors which affect race examined.

1. Precedence in settlement.
2. The social classes from which the immigrants are derived.
3. Social and legal institutions with respect of freedom.

II. Incentives to immigration.

Prominence of the religious inducement. Its relation to economic and other inducements. Peculiarity of Pennsylvania and New York as centers of race mixture.

III. The Scotch-Irish as the preëminent amalgamating race. The reasons therefor.

1. Distribution along the frontiers of all the colonies.
2. Men of action.
3. Hatred of England,
4. The Presbyterian Church the type of a democratic republic.



CENTERS OF SCOTCH-IRISH SETTLEMENT IN COLONIAL AMERICA

From "The Scotch-Irish," by Charles A. Hanna.

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In addition to general histories of the United States, reference should be made to the following books: Henry Cabot Lodge's "Historical and Political Essays," chapter on "The Distribution of Ability in the United States;" Ward's "The Psychic Factors of Civilization," New York, 1893; Brooks' "The Law of Heredity," Baltimore, 1883. These views are rejected by Weisman, "The Germ Plasm," New York, 1893, pp. 412, 413; Sixteenth Report of the New York Bureau of Labor; Charles A. Hanna's "The Scotch-Irish," vol. I, which has a long list of eminent Americans of Scottish descent; Roosevelt's "The Winning of the West," vol. I. Fiske's "Dutch and Quaker Colonies."

[For Review and Search Questions see "C. L. S. C. Round Table."]

Reading Journey in the Borderlands of the United States

ONTARIO AND THE CANADIAN NORTHWEST

BY AGNES C. LAUT

Author of "Lords of the North," "Heralds of Empire," "Story of the Trapper."



HE business streets of many large cities in America are said to follow the old zigzag path of the pioneer's cows winding leisurely home at nightfall. So it is with the great highways of commerce that now span the continent. But, instead of following the cow-path, the railways reach from Atlantic to Pacific along the prehistoric trail of a race that preceded the pioneer, the fur trader and the hardy *voyageur* and *courreur des bois*, a class as restless as wandering gypsies, free as birds of passage, bolder than the most dare-devil banditti the world has ever known. Montreal, with its Château de Ramezay, where the furs brought down the Ottawa and St. Lawrence were stored, was the Mecca of these forest wanderers. From Montreal they set out, by canoe and dog train, on their long journey to the wilds of prairie and mountain and the very bounds of the Arctic. And it is from Montreal that the traveler sets out today to cross British America by the old trail of the woodland hunter.

Every mile of ground westward is redolent of romantic heroism. Following the trail of the old-time fur trader, the railway winds up the valley of the Ottawa River.

A line as distinct as if drawn by the artist's brush marks where the Ottawa River joins the St. Lawrence; for the Ottawa is purple as the shadows of the Laurentians that rise on both sides, and the St. Lawrence lies steel blue as a lake in the sun. For miles the united currents do not merge. First come the rapids of Lachine, whipped to foam by the rocks and swift as a mountain cataract. Near here dwelt the famous LaSalle, whose little seigniory was mockingly called "La Chine" (China) because the explorer hoped to find a way thither by these waters. Coming eastward when the water was high enough to carry their craft safely over the rocks, the *voyageurs* would "sauter les rapides," run the torrent of the Lachine; but, bound westward to the Up-Country, they traversed a narrow path through the forest to the mission of Ste. Anne, where the swarthy hunters bowed before the curé for his blessing on the venture, and left a votive offering for the patron saint of the French *voyageur*. To the peal of the mission bells, out launched the fleet of ten, twenty, perhaps a hundred, long birch canoes, nine men in each canoe with two paddlers abreast and the steersman poising his paddle as a starting signal.

This paper is the second in the series "Reading Journey in the Borderlands of the United States." The full list, in *The Chautauquan*, from September, 1903, to May, 1904, is as follows:

Quebec and the Maritime Provinces of Canada.

By T. G. Marquis (September).

Ontario and the Canadian Northwest. By

Agnes C. Laut (October).

Alaska and the Klondike. By Sheldon Jack-

son, D. D. (November).

Hawaii and the Philippines. By John Marvin

Dean (December).

Mexico and the Aztecs. By Sara Y. Stevenson

(January).

Central America. By Lieut. J. W. G. Walker, U. S. N. (February).

Panama and its Neighbors. By Charles M. Pepper (March).

The West Indies. By Amos Kidder Fiske (April).

Cuba and Porto Rico: Cuba, by Alexis E. Frye; Porto Rico, by Dr. Samuel M. Lindsay (May).

Invariably, one of the rowers struck up a *voyageur's* ballad; and with perfect rhythm of voice and paddle, the hunters set out on their long trip to the western wilds. Today instead of canoes, great lumber barges go churning past, towing rafts of logs with the rivermen deftly balancing themselves at each corner of the raft on the bobbing timbers. It was at Ste. Anne that Thomas Moore, the Irish poet, inspired by the swing movement of voice and paddle, wrote his "Boat Song":

"Faintly as tolls the evening chime,
Our voices keep tune and our oars keep time.

* * * * *

Row brothers, row; the stream runs fast,
The rapids are near and daylight's past.

* * * * *

Ottawa's tide this trembling moon
Shall see us float over thy surges soon."

Spreading out on the Lake of Two Mountains, the fleet passes up the Ottawa. Today the north shore is marked by an enormous cross on the very crest of the cliff. This is Oka, where the Trappists or silent friars work in homespun all day in the fields and spend half the night in prayer on the bare floor of their cells. It was at the foot of the Long Sault Rapids that Dollard, the young captain of Montreal, took his stand, with seventeen Frenchmen, to intercept seven hundred Iroquois from attacking the little settlement of Mont Royal. Parched with thirst, so that they were sucking ooze from the soft clay, the little band of whites fought behind a barricade of logs day after day for a week till ammunition was exhausted. The French were exterminated; but Montreal was saved. Calumet commemorates another hero, Cadieux, the roving interpreter, who had married an Algonquin girl and was descending the Ottawa with his hunters, when the Iroquois pounced on their canoes. The only way of escape was to run the rapids. To draw off the attacking Iroquois, Cadieux skirted back through the forest, fell on the enemy's rear, and fired the gun that was to signal the canoes to break from cover. Thinking themselves ambushed, the Iroquois

scattered. Cadieux hid. By the time that the Iroquois had given over the search for him, he had become too emaciated to follow his companions. Two weeks later the Algonquins found his body half covered with branches, the hands clasped across his chest. In his hands lay a sheet of birch bark on which he had scribbled a poem to his comrades. This is "Cadieux's Lament," one of the *voyageur's* best-known ballads. Demented with hunger, Cadieux had been attacked by what the hunters call, "the folly of the woods," a delirium that sends the lost walking in endless circles.

But where the heroes of long ago fought their battles for the conquest of savagery, great cities have sprung up. A sweep of the train through forest lands, a sharp bend of the Ottawa where the Chaudiere Falls hang like a white cataract, and there stands out, silhouetted against the sky, the towers of a city, Ottawa, the capital of Canada. Like Quebec and Montreal, Ottawa is half French, half English; and like these cities, it too, has its Upper and Lower Towns, the French keeping to the river front, the English, to the higher ground. The parliament buildings are, of course, the center of attraction in the capital of Canada. They occupy the circular cliff above the river known as Parliament Hill, and consist of three structures



VOYAGEURS RUNNING THE RAPIDS OF
OTTAWA RIVER

From a contemporaneous print of 1800.

in ochre-colored stone, the Eastern Block, the Western Block, and Parliament House. All represent the highest class of Gothic architecture, and the main building is the handsomest public edifice in Canada. A high tower with Gothic windows and fretted front

surmounts the entrance. On each side are companion towers. To the right of the entrance is the Senate Chamber, to the left, the House of Commons. The Eastern and Western Blocks are used for departmental



SIR WILFRID LAURIER

Premier of Canada, Leader of the Liberals.

offices Annexed to the central building behind, where the cliff is directly above the river, is the Parliamentary Library, an octagonal structure with the same Gothic characteristics as the rest of the buildings. It contains by far the finest collection of books bearing on Canada in the world. In the corridors leading back from the Senate and Commons to the library are the life portraits of the leading statesmen and governors of Canada. Since the confederation of all the provinces into one homogeneous dominion, the greatest of these statesmen have, of course, been the late Sir John Macdonald, the successful leader of the Conservatives for almost twenty years, and Sir Wilfrid Laurier, the leader of the Liberals and the present premier of Canada. The constitution does not permit much latitude for distinction to the governor-general appointed by the British crown; but no governor has been more unerringly tactful than Lord Minto, the present viceroy.

All other buildings in the capital of Canada are completely dwarfed by those on Parlia-

ment Hill. Patriotism seems to have exhausted itself in these three splendid structures. The National Art Gallery is ingloriously tucked away in a ramshackle old stone house on a back street. The National Fisheries—one of the finest exhibits in the world—are jammed in on the ground floor of the same old house. The natural history and geological specimens, which are the best to be seen in the dominion, fare almost as badly in a worn-out old block in the Lower Town, where the finest types of buffalo, moose and grizzly stand packed cheek by jowl with cases of coal and galena and sea-shells. The archives of Canada, containing records of vital import to every part of America, are slammed together in a dark corner of the Langevin Block. Government House, the residence of the governor-general, is a plain oblong, somewhat after the fashion of old-time New England inns. The grounds surrounding it are magnificent in view and natural wildness; and, doubtless, with time and increasing wealth, Canada will house her art, fisheries, archives and governors with dignity more becoming their importance.

During the session of the Senate and Commons, Parliament Hill is Ottawa; but at other times the representative feature of the capital is to be found far more on the river fronts than on the hill. Endless piles of lumber emitting the imprisoned fragrance of the forest line both shores of the Ottawa. These were the cause of the great fire that almost destroyed the capital three years ago. Lumber tugs, puffing over the river with an air of small self-importance; lumber barges with the blowsed face of the French woman-cook peering from the galley; lumber rafts with deft polemen balanced on the floating logs; lumber booms with the omnipresent small boy skipping like a water dog from timber to timber; lumber floats of waste shingle lying stagnant at the locks of the canal; lumber wharf rats picking out the next day's firewood from the waste float—lumber—lumber—all bespeak what is far more the foundation of Ottawa's importance than the transactions of Parliament Hill.

Curiously enough, river front and Parliament Hill represent lines of demarcation in civic life. Parliament Hill stands for red tape and office and a small income; the river front, for hard work and the scramble of trade and the wealth that these two bring. Parliament Hill resents the river front with its ugly piles of lumber always endangering the city to terrible fires. The river front resents Parliament Hill's airs; for what—it asks—brings prosperity to the capital, but lumber? Which sentiment will ultimately prevail, it is hard to predict. One would make of Ottawa a northern Washington; the other would change the quiet little city into a Chicago, radiating railways to the four corners of British America. The clever coup of a lumber king recently did much to transform Ottawa into a railway center. Like Buffalo and Portland and New York, the cities of Eastern Canada look chiefly for their prosperity to the rush of inflowing and outflowing commerce from the great northwest. Toronto once had this trade by her railway and lake connections with Chicago,

Directly across the route of this trade lay Ottawa. It was shorter from the Great Lakes by way of Ottawa to the seaboard, than by way of Toronto and Montreal and Quebec; so J. R. Booth, the lumber king,



SIR JOHN MACDONALD

The great leader of the Conservatives from 1867 to 1890.

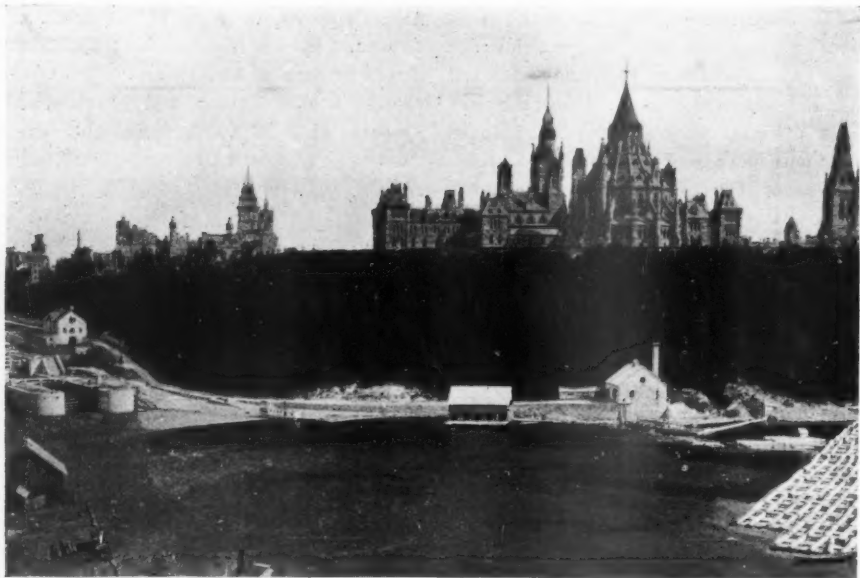


HIS EXCELLENCY, LORD MINTO
Governor-General of Canada.

Buffalo, Detroit and St. Paul; but the Canadian Pacific Railway was built directly into the Canadian northwest; and Montreal captured a lion's share of the western trade.

drove his Canada Atlantic Railway directly from Ottawa to the Great Lakes westward, and from Ottawa to the American seaboard eastward. Commercial transformations do not take place in a day. Other railways connected with the new Ottawa road are being pushed into the northwest. What the effect will be on the capital of Canada remains to be seen.

From Ottawa southwestward it is but a night's run to Toronto, the capital of Ontario, Hamilton, the city at the head of the lower lakes, and London, Canada's next-door neighbor to Detroit. Spread along the shore of Lake Ontario, Toronto is essentially Canada's city of the lakes. The St. Lawrence steamers make Toronto their western terminus. The railways from west and north draw the trade of the upper lakes to Toronto. Just as Montreal is the university center of French Canada, so Toronto is of British Canada. Whether she remains so depends on Ottawa. Just now, Toronto



PARLIAMENT HILL FROM THE OTTAWA RIVER; THE REAR OF PARLIAMENT BUILDINGS

has a population of 250,000 compared to Ottawa's 70,000.

But it was not usually by way of Lake Ontario that the old *voyageurs* journeyed to the Northwest, though La Salle went to the Mississippi by that route. And it is not by way of Lake Ontario that the tide of travel is now flowing. It is north of the Great Lakes through a hinterland of forest wilds, which the hunters traversed a century ago on the trail to their hunting ground. The Chaudiere Falls blocked passage up the Ottawa; so the *voyageurs* landed on the point of sand now covered with the lumber piles of Hull, opposite Parliament Hill, threw the packs on their backs with the pack strap across their foreheads, and trotted in the easy, ambling Indian gait nine miles above the falls and the rapids. The long birch canoes were carried in similar fashion, inverted on the shoulders of two men at each end, who usually made the portage with their heads inside the canoe for protection against the sun. Before launching again, all splits and seams in the frail hulls of the birch canoes were daubed with tar or resin; then, once more, the fur traders' fleet breasted the tide of the Ottawa, northwest-

ward for the Great Lakes. Twenty-six days with over sixty portages, it usually took for the canoes to go from Montreal to the Great Lakes. Today it takes less than twenty-six hours to go by railway.

The broad flood of the Ottawa narrows. The hills become lower. The forests crowd to the very shore and overhang the water now amber and clear to the pebbled bottom. One goes to sleep with resinous whiffs of the cedars blowing through the car windows. Here and there, the jolting brakes and axles awaken one to see the half dozen lights of a little lumber village flash past in the darkness. In the morning the train is skirting a high bleak wilderness of iron-capped rock and dwarf growth, wilds as primeval as in the days of the fur company rule, where hunters still stalk deer, and "trail" the grizzly, and set traps for marten, and spend their solitary lives under what the habitant calls "the roof of the stars." This high region is the watershed dividing the waters of the Atlantic from the waters of the Arctic. In summer it is blistered with heat, in winter, scoured by the north winds piling the drifts mountain high.

Now the train is on the north shore of the



A LUMBERMAN'S CAMP ON THE OTTAWA

Great Lakes. The air becomes permeated with the chill of a great body of cold water. The hills have tossed up in rugged rocks, precipitous and bare, driving the train by tunnel and trestle and deep cut back from the shore. Suddenly the rocks crowd on the train, and one looks out to see the ocean-like expanse of Lake Superior billowing away, deep, dark, cold and blue, past headland and reef as far as eye can see. Somewhere, back there in the wilderness of rock, was a little side station consisting chiefly of engine house, tank and hotel, where a spur line struck across another wilderness of rock to Sault Ste. Marie. Here the freighters of the lakes lie at their locks patiently waiting turns to pass through one of the two great canals, American and Canadian. Strangely enough, it was the fur trader who pioneered the way here, too. The portage of long rapids always tempted the attack of marauding Indians; and when the "hostiles" were

egged on by rival traders of rival nationalities—as was the case in the War of 1812—the Sault Rapids became one of the most dangerous points on the westward trail. Indian raiders from the American post at Mackinaw would dash across the lake and loot the Canadian post at the Sault. Freebooters from the Sault, well filled with traders' rum and daubed with war paint so that white could not be distinguished from redskin, would return the predatory visit by swooping on Mackinaw and scalping every man caught. Privateering sloops of both nations hid in the recesses of the north shore ready to pounce on the fur traders' craft as it paused at the portage. It was no unusual thing to see the scalps of a dozen white men dangling from the prow of one of these sloops. But the *voyageurs* could take care of themselves, and quite as many scalps hung from the bows of their own canoes. To lessen the dangers of the Sault, the Canadian North-

west Company excavated a canal here nearly a century before the Washington or Ottawa governments had planned such enterprises. Associations of romance as well as war cluster round the Sault. It was near the rapids that Johnson, the young scion of Irish nobility wooed the daughter of the Ojibway



CITY HALL, WINNIPEG, MANITOBA

chief and won her hand only on the condition of selling his Irish estates and placing the Indian maid as mistress of new estates bought at the Sault. The daughter of this union became the wife of Schoolcraft, and gave the American antiquarian much of his Indian lore.

From the Sault, the early *voyageurs* skirted close to the north shore of Lake Superior; and so does the modern trend of trade and travel. Tunnel after tunnel gives the train passage through the high headlands of rock that used to drive the *voyageurs* out to boisterous mid-waters, or compel the boatman to portage overland. Half way across the north shore of Lake Superior, the fur traders reached what was the capital of the northern commerce in peltries—Fort William. From Fort William hunters spread north to the Arctics, west to the Rockies, south to California. Here the partners of the famous Northwest Fur

Company laid their plots to overthrow John Jacob Astor's Astorians on the Columbia, Manuel Liza's Missouri men from St. Louis, and the English on Hudson Bay. Here fur traders from the four corners of the continent held high carnival two, three, four thousand strong, once a year in June, when hunters from mountain wild and forest fastness came to meet the traders who had come up from Montreal. Here, too, the Nor'Westers met their overthrow, Lord Selkirk, the leader of the Hudson Bay Company suddenly appearing with an army of two hundred mercenaries and cannon mounted on barges. The Nor'Westers capitulated without a blow. Their furs were confiscated just as they themselves had confiscated the furs of the Astorians. All the proprietors present were arrested by Lord Selkirk and sent down prisoners to Montreal to stand trial for lawless acts on the Red River. All that remains of the fur-trading days at Fort William is the old wareroom now used as an engine house for the docks. Where bastions loopholed for cannon once commanded river and lake, there now tower gigantic elevators pouring eastward greater wealth of wheat than ever fur trader brought to the rich Nor'Westers' warerooms.



OLD FORT GARRY GATEWAY, WINNIPEG, MANITOBA

All that is left of the fur-trading days.

From Fort William westward to the prairie, the train is skirting the borderland



AN INDIAN FAMILY OF THE ST. BONIFACE MISSION

On Red River, opposite Winnipeg

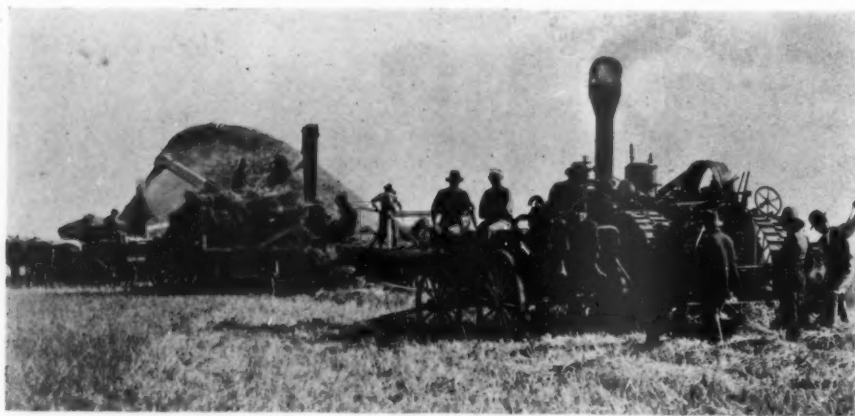
between Minnesota and the provinces of Ontario and Manitoba. Iron-capped rocks betray mineral soil. The same wealth of copper and gold exists north of the boundary as of copper and iron south of the boundary. Rat Portage—the *voyageur's* portage of the rat—is the center of this mining industry. A few hours' run from Rat Portage brings the train to Winnipeg, the gateway of the plains.



ASSINIBOINE INDIANS, WINNIPEG, MANITOBA

Winnipeg is unmistakably the meeting place of the old order and the new. Elec-

tric cars clang down a main street wider than New York's Broadway; but the broad thoroughfare twists till the traveler is bewildered; for it, like the path of the railway westward, follows the winding trail of the Indian hunter to the junction of the Red and Assiniboine rivers, where old Fort Garry, the capital of the Hudson Bay Company, once stood. Of Fort Garry there is nothing to be seen but the old gray gateway with its crumbling stones. Massive wholesale houses, banks, stores and offices line Winnipeg streets; but round their doors crouch the ragged Indian with his tattered family, of squaw in red blanket, papoose in a moss-bag on her back, youngsters of ages varying like the steps of a stair, tricked out in the cast-off skirts and pantaloons and hats of the whites. At the south end of the city hangs a flag with the magical letters H. B. C.—Hudson Bay Company; but the flag no more floats over a stockaded fur post. Beneath its folds are the departmental stores of the Hudson Bay Company, changing its trade to suit the changing times. Straight eastward, across Red River from the Hudson Bay stores, is a quaint remnant of the olden days



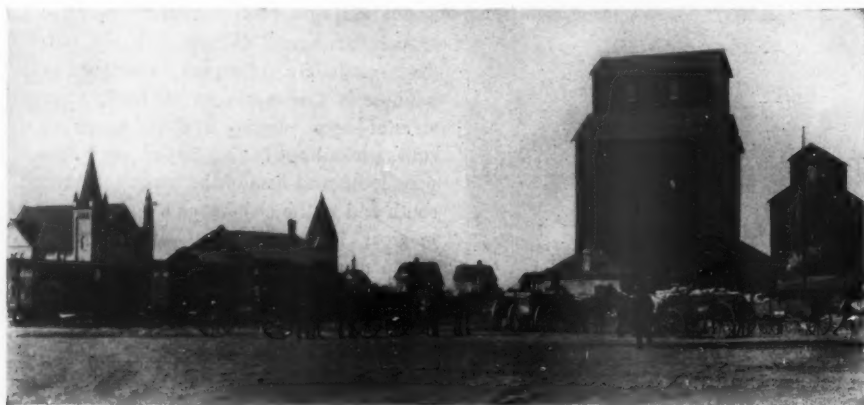
THRESHING GRAIN DIRECTLY FROM THE HARVEST FIELD

—the little French village of St. Boniface, with "its Roman mission and turrets twain" of which Whittier sings.

North of Main Street is another remnant of the past, a granite monument to the right of the roadway, commemorating the famous massacre of Seven Oaks in 1816, when the Nor'Westers fell on and destroyed twenty of the Hudson Bay Company men. Just where the street takes its sharpest turn is another monument, a shaft in memory of the volunteers who fell in the half-breed rebellion of 1885. Winnipeg is to the Canadian west what St. Paul is to the American, the commercial, intellectual and government capital. It is the receiving and the supplying point for the

entire region between the Great Lakes and Pacific. A dozen railways center in Winnipeg. Five colleges have been affiliated into one university; and the parliament buildings of the province of Manitoba are in the south end of the city.

Manitoba is preëminently the province of wheat. Westward of Winnipeg, when the fields are yellow and almost ripe, you may ride for a day and a half with nothing between your eye and the sky-line but wheat—a boundless sea of wheat, rippling to the prairie wind like waves to the run of invisible feet. The tall red towers of the elevators rise where settlements have clustered into a village; but across the fenceless reaches is nothing but the yellow



HAULING GRAIN TO THE ELEVATORS



THE LAST OF THE BUFFALO
On Lord Strathcona's farm outside Winnipeg.

wheat. The province is only in its infancy. Only one-tenth of the wheat lands are occupied; yet that tenth yields more wheat than Great Britain, one-fifth as much as the two Russias, twice as much as Sweden, Denmark, Holland and Belgium together, a third more than Austria, a fifth more than Roumania. When all Manitoba's wheat lands are occupied, this province alone will be producing twice as much wheat as Russia, four times as much as Germany.

At each little prairie station, hosts of settlers go out from the colonist cars of the train and look with wondering eyes on the

vast fenceless fields that seem to begin where the sun rises and end where the sun sets. It is a new world—a world of promise—to them, from the stifled countries of Europe, a world where land hunger is no crime, and land to be had for the taking, and success awaiting ripe to the hand of toil. How the eyes that have dug themselves out in an eastern sweat-shop moisten at sight of the boundless prairies! And the back bent with toil for a pittance that meant slavery draws up to the straight stature of self-supporting manhood! There is so much room! There is so much free air! There is such plain, palpable,



WINTER QUARTERS OF A HUNTER IN THE NORTH

boundless opportunity for every man! In a word, there is elbow room for all without trampling the weak under; and that means the hope of a race—the transforming of the weak into the strong. Sixteen times have I crossed the prairie, and never



INDIANS OF THE NORTH

Note the windows of parchment and wire.

without seeing that look of dumb hope come into the face of some new settler.

Beyond Manitoba come the Northwest Territories, where the wheat lands gradually change to the far-spreading ranges, with countless herds pasturing on the rolling hills. Houses remote as a sail at sea rise on the offing, ten, twenty, thirty miles apart. Over the prairie in a ribbon of many loops winds the endless trail that dips over the horizon; and sometimes there moves along this trail the tented wagon, the prairie schooner of the incoming settler and small farmer, who will cut up these fenceless ranges, and chalk off the ranch into the small homestead. When that happens, the day of the rancher is over. At the little wayside stations where the panting engine pauses for breath and water, ranchmen in broad-brimmed Texan hats and weather-worn riding suits lounge on the platform. It is the same in the ranching country as in the wheat province—a chance

of success for every man. Here is a rancher who came to the country without a cent ten years ago, and who now numbers his herds in the tens of thousands. How did he succeed? So simply that it discounts the "get-rich-quick" schemes of the city swindler. For the first three years he hired out as a range rider, or herder, at perhaps twenty-five or thirty dollars a month. With the first ten dollars that he earned he homesteaded one hundred and sixty acres of a water front. Meanwhile he took his wages in calves or ponies at five dollars a head. At the end of the three years, when he had learned the habits of the country his wages had accumulated large enough herds for him to begin ranching for himself. On the water front he builds his "shack", or cabin. With water secure for his stock, he may depend on nature to do the rest. Only in bad seasons will he need winter food. For the rest, the cattle will wander free. But other types than the successful ranchmen lounge on the station platform. There is the inevitable, omnipresent failure, the man who did not provide fodder for the bad winter, who was in the village bar-room drunk when the blizzard came that destroyed his stock out on the range, who paid for the herding of his



THE GREAT GLACIER OF THE SELKIRKS

Extends back to fields of snow among the mountain peaks for a distance of twenty-five miles.

stock during the first unproductive years when he should have done his own work, and who now spends all his time



THE ROCKIES NEAR PARADISE VALLEY AT LAKE LOUISE

cursing the ranch country. Then there is also the cavalymen in khaki or red coat, the Northwest mounted policeman, on the lookout, perhaps, for some new settler whom he will guide to the new homestead, or—more likely—for some swindler whom he will promptly arrest and escort out of the country.

Regina, a small town, is the capital of the territories, and headquarters of the mounted police. This constabulary, less than eight hundred in number, keeps law and order in a territory half the size of Europe. One is safer from theft and bodily harm at the farthest outpost of the lonely, far-rolling territories than in the very center of the most highly civilized eastern city. The secret of the safety is in the mounted police, who combine in themselves the offices of soldier, police, constable, justice of the peace, adviser and helper of the new settler, customs collector and fire warden. How does so small a force keep perfect order in so vast a territory, peopled by pioneers of the usual heterogeneous character and nationality, with a hundred thousand Indians as

well? Solely by keeping continually on the move. Going out in patrols of one or two, the police ride daily fifty or more miles; so that eight hundred men can keep an enormous country under constant surveillance. Half a dozen men are deemed enough for the Athabasca, a region as large as Prussia. Two more keep order on Peace River, which may be compared to the Missouri.

Regina is the capital of the territories, but Calgary at the foothills of the Rockies is the center of the ranching interests. Herds of seven, ten and twenty thousand cattle roam the hills; but so vast is the unbroken expanse of hill and ravine, these herds seem dwarfed to the proportions of flies on a wall.

Westward, as if suspended in the quivering mid-air, there loom the purpled folds and soft outlines of the snow-capped mountains. Slowly the train climbs the foothills, one great "mogul" engine pushing, another pulling. The Bow River at this point narrows in the valley behind till it looks like a silver thread. Suddenly the mountains seem to move out of



BANFF, IN THE CANADIAN ROCKIES

the purple haze and close round the train in vertical walls of dizzy, ice-streaked height. The traveler has passed through the Gap, the old mountain pass through which the fur traders pushed when they were finding a way from the Saskatchewan River to the Columbia and Pacific. Here, too, the blood of the fur trader marked the onward path of empire; for early in the last century, the Blackfeet Indians sallied

through the pass, surrounded the fort on the banks near the Bow, near where Banff now is, and massacred the traders. All the mountain passes were famous fighting ground for the Indians, the Crows and Kootenais and Stonies swooping down from their eerie heights like eagles against the plains tribes, the Blackfeet and Sioux and Bloods and Piegans pursuing the bold marauders furiously back to the very

entrance of the passes. Hence the names, Crow's Nest Pass, where the Crows took refuge from the pursuing Blackfeet, and Bow Pass, where the mountain tribes found the best wood for their bows.

On the north of the Bow River are castellated heights half hidden by the clouds on the south, tier after tier of snow-laden shelving rock, with the snow cornice of lofty avalanche overhanging the upper precipices. Banff is the first stopping place of importance, a mountain resort in the valley of the Bow completely walled round by the peaks. The hot sulphur springs are the feature of this place. An hour's journey farther westward, one reaches the very heart of the Rockies at Laggan, or Lake Louise, literally a lake in the clouds overtopped by the eternal snows. Beyond Laggan, the traveller passes from the Rockies to the Selkirks, equally lofty, but laden with vaster masses of glacier and avalanche, some of the glacier fields being two hundred miles square, for instance, the Freshfield group. The moist winds from

the Pacific cause heavier snowfall in the Selkirks than the Rockies. This causes the vaster snow fields. Field and Glacier houses are the resorts of the Selkirks; and there are still countless peaks that have never felt the tread of the ubiquitous climber, and many peaks that have defied the climber. Until two years ago, the Matterhorn of the Rockies was Mount Assiniboine, south of Banff. For ten years the best climbers of the world came and looked at this steep, triangular apex of iced rock piercing high beyond the clouds. Many tried to climb it and failed. The most of the climbers were content to look at it and go away. Whymper, who conquered the Matterhorn, did not attempt Mount Assiniboine, though he journeyed out to see it. Many of the climbers reached within two thousand feet of the summit. There, rock at an angle of forty degrees covered with ice and overtopped by cornices of avalanches that poured down the steep declivity in the noon-day heat drove all the climbers away from



GENERAL VIEW OF NELSON, BRITISH COLUMBIA
From the Hall Mine smelter.

Mount Assiniboine, till two years ago when the Reverend James Outram, an English climber who had conquered the worst peaks in the Alps, found a way up the steep rock and was the first man to stand on its summit.

From Field and Glacier, the train sweeps down Albert Canyon, along the flume of a boiling torrent. To the south of this region are the Kootenay mines, to the north the old placer gold fields of Cariboo. Both mining countries were discovered by the hunter. It was the Indian practice of boiling down lead to make bullets from the galena cliffs of Kootenay Lake that first lead the prospector into Kootenay. A day's run down the Fraser Canyon, with the old Cariboo road of the gold seekers clinging to the wall on the opposite side of the river, brings one to Vancouver, on the Pacific Coast. This is the youngest of the Canadian cities, but it is destined to be one of the greatest; for it is the terminus of the railway, as well as the Asiatic and Australian steamships. It is six hours by ferry through a labyrinth of islands to Victoria, the capital of British Columbia, and the naval station for the British North Pacific squadron. Mount Baker shines like a white cone to the south. To the north stretch the fields of snow to the Klondike, even to the Pole. To the west lies the Pacific. Everywhere, from the Great Lakes to the Pacific, the flag with the letters H. B. C. has hung above the little frontier towns. It was the fur trader's flag—Hudson Bay or Nor'Wester—that hung from the prow of the canoes that first

found a way up the Saskatchewan and down the Columbia to the Pacific. All that the railway did was to follow the fur traders' flag.

REVIEW QUESTIONS

1. What importance had Ste. Anne for the early Canadian woodsmen? 2. What is the character of the official buildings in Ottawa? 3. What conditions make Ottawa an important center? 4. Describe the country between Ottawa and Lake Superior. 5. What historical events are associated with the "Sault"? 6. What stirring scenes were witnessed at Ft. William? 7. Describe the city of Winnipeg. 8. What are the possibilities of wheat production in Manitoba? 9. Describe the duties of the northwestern police. 10. What are some of the most striking features of the Canadian Rockies? 11. What special distinction has Mt. Assiniboine? 12. What two cities mark the western boundaries of Canada?

SEARCH QUESTIONS

1. For what is Desbarats famous? 2. What provinces are west of Ontario? 3. What region was described by Whympre as "fifty or sixty Switzerlands rolled in one"? 4. With what Alpine tragedy was Whympre connected? 5. Who was Schoolcraft? 6. How did the men of the early Hudson Bay Company differ from those of the "Nor'Westers"? 7. What was the work of Mackenzie?

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SETTLER'S CAMP ON THE PRAIRIE

American Sculptors and Their Art

DANIEL CHESTER FRENCH

BY N. HUDSON MOORE



OW much is development affected by environment? This is a question always open to discussion and with strong advocates on either side. There are isolated cases where you can almost lay your finger to the mark and say, "here this influence began." With regard to Mr. French there is no doubt that the historic town of Concord, Massachusetts, with its standards of plain living and high thinking, had a deep influence on his development. He was born in Exeter, New Hampshire, in 1850. After living in several New England towns, his parents settled finally in Concord when their son Daniel was seventeen years of age. His father and both his grandfathers were well-known lawyers, but there must have been an artistic strain somewhere in the family, since, instead of following the profession of law, both Mr. French and his brother William are artists. The latter is the efficient director of the Art Institute, Chicago, and a man of varied accomplishments.

There were no signs of artistic capacity shown by Mr. French in his childhood. At the age when many artists had already made considerable progress in their art, he had not even dreamed of the possibilities that lay dormant within him. To Miss May Alcott, whose artistic talents have been somewhat obscured by the gifts of her better-known sister, Louisa, was the youthful student indebted for his first step into the world of art. She gave him some modeling clay, showed him how to use it, and the youth of nineteen immediately found his vocation.

Much of the drudgery of the first years of art work seems to have been skipped by Mr. French. Of a dreamy tendency, always a lover of nature and a student of

birds and flowers, it came about naturally that these familiar forms should be the first things that grew under his hands. His friendship with Mr. William Brewster, of Cambridge, had rendered him a practical ornithologist, and the knowledge thus acquired has been of much service.

He worked with clay by himself for some months—art schools there were none—and then, during a visit to Brooklyn, New York, studied for a few weeks under J. Q. A. Ward. This, the first training of any kind that he had in art, was in 1870, when he was twenty years of age.

On his return to Boston that same winter he studied anatomy under Dr. William Rimmer. His progress must have been remarkable, for in this year he received his first commission, a portrait in bas-relief of Mrs. Edwin Lee Brown, of Chicago.

When he was twenty-three he had the satisfactory assurance that in his case a prophet was not without honor in his own country. It was proposed to erect a statue to those gallant men who fought in the "Concord fight," those who "fired the shot heard round the world." Mr. French made a model, and at a public meeting of the citizens of Concord, at which Ralph Waldo Emerson presided, the commission for the monument was given to the young sculptor. The meeting was enthusiastic, and all praised the spirited little model shown. This was the "Minute Man," a noble, simple work, free from the exaggeration which usually accompanies youthful effort, and a first fruit of which any man might be proud. Happy Concord! to furnish the heroes who did the deed, the poet who sang it in undying words, and a sculptor to create their monument; not many towns are so rich.

The figure of the "Minute Man" is full



THE MINUTE MAN, CONCORD

of action, of dignity and alertness. After this lapse of years Mr. French confesses that his only model for this figure was a cast of the Apollo Belvedere. In studying the two figures you will find the pose almost identical save for the arms, and you can see the genius of the man who could build on classical lines a figure so purely American.

This statue was modeled in 1873-74, and Mr. French received for it \$1,000. Before it was unveiled he was on his way to Florence, Italy, where he pursued his studies under Thomas Ball, the American sculptor.

In 1876, returning to this country, Mr. French opened a studio in Washington, and later built one at Concord, where he pursued his profession, with visits to Boston from time to time. The Concord studio, built in the orchard of his father's farm, was an ideal place, which perhaps fostered a tendency towards revery and indolence, rather than stimulating to action. Yet there are records of those years, one of the most striking being the bust of Ralph Waldo

Emerson, one copy of which is in the Concord library, and another in Memorial Hall, Harvard University. These were made in 1879. In 1882 he modeled a bust of Bronson Alcott, father of May Alcott, his first helper toward an artistic career.

After the "Minute Man" his first authoritative work was the "John Harvard," unveiled at Cambridge in 1884. The same note is struck here that dominated the earlier work. There is a straightforward simplicity and dignity, combined with a reticence in striving for effect which is one of the most noticeable qualities of this artist. Serene, the Puritan scholar sits amid the Cambridge elms, a type of the settler whose breadth of mind could lift him above the intolerance and iron-bound severity of the people among whom he lived. While this statue is in no sense a portrait, the Puritan type is pure. The sympathy with which Mr. French always approaches his subject is quite visible here, and a man less sure of himself might have

seized upon the stately and picturesque dress of the period to make his statue more interesting. True to his ideals and his conception of the character of the founder, Mr. French allows himself no license, and the simple chair and plainly buckled shoe never attract the gazer's attention from the personality of Harvard himself.

Three years later, in 1885, he exhibited at the Architectural League, New York, a frieze, "Greeks Carrying Offerings." During the years from 1876 to 1886 there were also many portrait busts made in the round, and there were also portraits and ideal heads in both low and high relief. He also executed with great fidelity a number of small figures and groups which were put in parian and plaster. Among the best of these were "The Owl in Love," "Dolly Varden and Joe Willet," "Dick Swiveller and the Marchioness," and some groups of dogs. In marble there were "The May Queen," "Daybreak," "Elsie Venner," "The Awakening of Endymion," and a colossal group for the custom house at St. Louis, entitled "Peace and War."

From the time he began to work until 1886 may be classed as his first period. In this year he went to Paris and lived there till 1887, studying in all the great public galleries, and working hard at drawing in the studio of M. Léon Glaize. From this time on may be dated his second period, in which he has put forth his best and most noteworthy works.

He settled in New York and in 1888 married Miss M. A. French, of Washington, D. C. His studio and home are combined, for he took a house in a quiet street, and completely remodeled it to suit his requirements and artistic ideas. The studio, a lofty room, occupies the whole of what was the yard in the rear, and is a grand apartment, severely plain, and without the properties "scattered in every direction" which are so dear to his brothers of the brush. If you reach this studio from the dwelling part of the house, you emerge upon a balcony and can look down upon the work in progress. For the house Mr. French has

designed many charming things, among them a fireplace with bas-reliefs, and upon whose hearth a fire is kept alight in a tripod of classic design. At his summer home in Glendale, Massachusetts, he has given even freer rein to his fancies, and frequently tests his statues on the lawn among such surroundings as those in which they will ultimately be placed. No name as yet has been given to this country home, but some of Mr. French's friends have dubbed it "Chesterfield," a name which so far Mr. French himself repudiates. A recent addition to this house is a large arched loggia, a sort of out-of-door dining-room, with wide open arches facing south and east.



DANIEL CHESTER FRENCH

Into the plaster walls are set a madonna and two Italian escutcheons, one a lion rampant, the other a lily. These are colored, and to continue the decorations all around the apartment his artist friends have painted festoons of brightly colored fruits bound together and suspended by



STUDIO OF DANIEL CHESTER FRENCH
Showing "Gallaudet and His First Deaf-Mute Pupil" and the Milmore Memorial.

blue ribbons which flutter off in endless convolutions. It makes an ideal room, looking off over the formal garden and lawns. Here is much genial hospitality dispensed, and art work passed in review.

In the second period we should place "Gallaudet and His First Deaf-Mute Pupil," as the first great work. This was made in 1888, and placed at the Columbian Institution for the Deaf and Dumb at Washington, D. C. The figure of Gallaudet, benign and gracious, is seated in a chair, while the child, a young girl, leans beside him, his arm thrown about her. The right hand of each is raised, forming the words he sought to teach and she to learn. The writer of this article saw this group but once in Mr. French's studio, yet the memory of it has not grown dim with years, but remains as a vision, instinct with that quality which thrills the heart.

In going over Mr. French's work, from first to last, one is impressed with the dignity and restraint, the purity of line and the entirely unsensational character of it. It is

like the man himself, for there is nothing of the *poseur* about him. Straightforward and direct, he knows what he wants to do and does it, instilling into his figures a virility and movement that almost make them live.

On one occasion only does the writer remember Mr. French indulging in what might be called a fantasia. This was a marble bust of his cousin, Miss French, slightly tinted. It was exhibited in New York in 1891, and created a good deal of comment. It was a lovely thing, the auburn hair, tint of flesh and pale green dress hardly being more than hinted at, and calling to mind the charming Tanagra figurines of ancient Greece. It was in entire contrast to his statue of Starr King which had been erected the previous year, 1890, in Golden Gate Park, San Francisco, and which added materially to his fame.

The next year, 1892, saw the production of that poetic and beautiful memorial to Martin Milmore, the young sculptor, which is placed in Forest Hill Cemetery, Boston.

Mr. French calls it, "Death Staying the Hand of the Young Sculptor," and tributes to its beauty and sentiment have been world wide. Martin Milmore was a promising young Boston sculptor, whose notable works were the Soldiers' Monument on Boston Common, and a Sphinx in Mt. Auburn Cemetery. Mr. French has utilized a sphinx as the object upon which his allegorical figure of the sculptor is at work. The pose of the man, so full of vigor, is in admirable contrast to the exquisite figure of the Angel of Death who suggests power exerted sadly but resistlessly.

Note the result of early studies among birds and flowers in the simple treatment of the wings which suggest so much in such few forms, and observe the delicacy of the poppies in the hand. Not only is this beautiful monument a tribute to the dead, but it shows as well the spiritual side of a fine nature, giving vent in a splendid form to the highest ideals of nobility and poetry. This memorial gained a medal at the Paris salon. We hesitate to say how many thousand photographs of this monument have

been sold; its beauty appeals to all classes, gentle and simple, artist and layman alike.

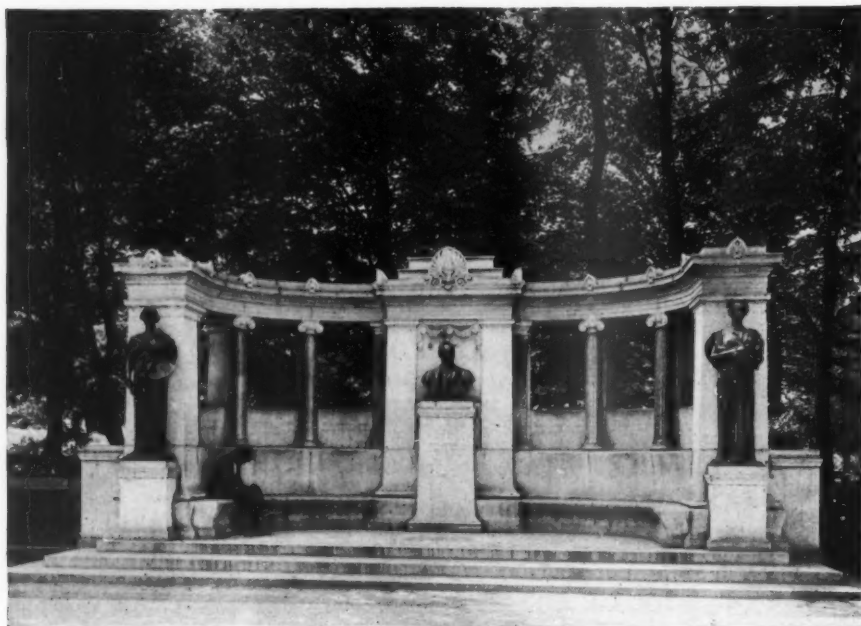
There came now a succession of admirable works, among them the colossal statue "The Republic" (1892-93), and the figures for the Quadriga, for the World's Fair, Chicago.

Mr. French is not a hasty worker, but steady. He does not build up today and tear down tomorrow, but his idea is generally perfected before he sets his hand to clay, so that sweeping alterations are not necessary. If, as the work grows, he is unsatisfied, it will be done over till it seems right.

In 1896 the fine bronze group which was erected as a memorial to John Boyle O'Reilly was made. It is placed in the new park, Back Bay Fens, Boston. The middle figure, a woman, was typical of Erin, supported on either side by two youths, Patriotism and Poesy. After the model was completed the figure of Erin was taken out and completely done over. The work is now a beautiful thing, a fit memorial to a man who was an ardent



"DEATH STAYING THE HAND OF THE YOUNG SCULPTOR"
Milmore Memorial, Boston.



RICHARD MORRIS HUNT MEMORIAL, NEW YORK

patriot, suffering penal servitude for his country's sake, and a poet of the people as well.

Orders from all over the country have sought Mr. French. His position has not been reached by leaps and bounds, but by a steady progression, due to a love for his art and a devotion to its requirements. To the rotunda of the new Congressional Library at Washington the sculptor has contributed a large decorative figure, "History," and a "Herodotus." At the exhibition of the Society of American Artists in New York, for 1897, he showed an exquisite small nude figure, "Arethusa," an unusual essay for him in late years. Two pairs of bronze doors for the Boston Public Library were undertaken this same year, with figures in low relief depicting Knowledge, Wisdom, Poetry and Music.

The year following came the statue of Rufus Choate in the grand hall of the court house, Boston, and the beautiful allegorical figure, "Angel of Peace," in the Forest Hill Cemetery. He was still engaged upon his statue of General Grant which was

unveiled in Fairmount Park, Philadelphia, on Memorial Day, 1899. Many critics consider this statue as one of Mr. French's best efforts, it is so entirely characteristic of the man represented, the hero of Shiloh, Chattanooga, Appomattox and a score of fields besides, president of the United States, and the man who held back death while the hand more used to the sword than the pen wrote the records of a life which stirs the heart of every American. Mr. French has shown him as he was, a man averse to frippery of any kind, plain, weighed down with a responsibility he felt to the utmost. The statue commands immediate attention. You feel that what is passing in review before that quiet figure is being noted, down to the smallest detail. There is no escape for any culprit; he who did not spare himself does not spare others. In the last twenty-five or thirty years portrait sculpture has taken great strides forward. So much more attention is paid to the actual characteristics of the person to be represented. We no longer consider it necessary to wrap in a long cloak a man

who never by any chance wore one, nor depict a chief justice of the United States without even the protection of a Roman toga, horrors perpetuated in two of our great cities.

Perhaps no event in recent years has taken a deeper hold upon the American people than the homecoming of our great admiral with the laurels of a victory gained without bloodshed. To commemorate this event "a grateful nation" raised an arch of triumph decorated with appropriate groups and figures, and enriched with noble sentiments. Certainly the Dewey arch was a thing of beauty, all the best artists contributing their services and laboring during stifling summer days to make it a splendid whole. Mr. French did his share, and his group, called "Peace," was one of the most attractive of them all. It seems a pity that this fine tribute could so ill stand a little weather, and that its high sentiments and good art are things of the past.

The bust of Phillips Brooks, unveiled at Trinity church, Boston, on Christmas Day, 1899, added other honors to Mr. French's already abundant sheaf, but with broadening powers and widening fame he did not slack in his endeavors to have each succeeding effort the best.

Then the art societies of New York wished to erect a memorial to Richard Morris Hunt, and Mr. French was chosen as the sculptor. As co-worker he selected Mr. Bruce Price, who designed a beautiful Greek structure in the form of a seat with portico, pedestals and columns. In this was set a bust of Mr. Hunt, flanked by two beautiful figures symbolizing Painting and Sculpture, and Architecture. This memorial is included in the wall of Central Park, New York, opposite the Lenox library.

Mr. French's equestrian statue of Washington, which stands in the Place d' Jena, Paris, France, the gift of the women of the United States, is one of the two American statues in Paris, the second is of Lafayette, by Mr. Paul Bartlett, and stands in the Place du Carrousel. In the Washington statue, Mr. French had as co-laborer,

Edward C. Potter, a pupil of his, whose animal sculpture, particularly of horses, is notably fine. Mr. Potter modeled the horses in the Quadriga at the World's Fair, Chicago, and also the steed for the Grant monument. It is a small detail to be noticed that while Mr. French now employs



"PEACE"
Dewey Triumphal Arch.

others to model the animals in his groups, his own career began with the making of birds and animals.

Within the last few years there have been made the statue of Governor Pillsbury for the University of Michigan; six ideal figures for the state capitol, St. Paul, Minnesota; a series of fine angels for memorials, relief figures for the Clarke

monument, Forest Hill, Boston, and two monuments in Milwaukee.

At present the artist is working upon his full-sized statue of General Bartlett for Memorial Hall, Boston State House; this is still in the clay. He is also engaged upon the models for "The Continents," to be put in the custom house, New York. The last two bronze doors for the Boston Public Library, typifying "Truth" and "Fiction," are at the foundry and shortly all three pairs will be in place. The "Alma Mater" for Columbia College was delayed by a foundry strike and so could not be placed in June, but it will be finished soon.

Large as this record is, it is by no means complete. It is one of which any artist may be proud. As a technician Mr. French has extraordinary ability, with an eye to grasp and a thumb to follow. His modeling shows a fulness and exquisite appreciation of truth that is not surpassed

by any living sculptor. He seems equally master of draughtsmanship, he seizes upon pleasing construction, and his sense of what is elegant and decorative never fails him.

Naturally optimistic and entirely unassuming, with a gentle spirit and a kind heart, he sees before American art only sunshine and rainbows. Nor could he from his own experience think otherwise. He is not alone in his judgment on this point, particularly in the field of plastic art, since recent years have shown the world o what our sculptors are capable, and, given the opportunity, how they rise to it. The Columbian and Pan-American exhibitions are too recently past for the splendid showing in sculpture to be forgotten, and as long as our progress rests in the hands of such men as Mr. French and half a dozen others, we may feel that the outlook is indeed bright.

[End of November Required Reading for the Chautauqua Literary and Scientific Circle, pages 118 to 148.]

C. L. S. C. ANNIVERSARY POEM: THE WORLD WITHIN

"The Kingdom of God is within you."

I.

O wondrous world within a world
How beautiful thou art!
What high desire, what holy fire
Lie glowing at thy heart!
What beauty, like the silent stars,
Hangs ever o'er thy brow;
What youth, as old as Paradise,
Springs deathless in thee now!

II.

Where did we learn to love thy face—
The music of thy name?
A leafy door beside the shore
Was opened—and we came.
Our lost ideals, grown more fair,
Thronged back through all thy ways;
Another life—a real life—
Filled our empty days.

III.

The world smiled, saying, "These are they
Who live among the trees;
Whose thoughts rise higher than the stars
And soar beyond the seas.
They do not weigh their wealth with gold
Or measure it with fame;
They speak a language all their own
They bear a hidden name."

IV.

So weighs the world its own true life,
Nor knows it as its own.
While, Life of Life, above all strife
God waits upon his throne;
He waits until the World of Things
And the World of Thoughts shall be
Blent in that perfect thing we call
The New Humanity.

V.

What joy is thine, O World Within,
To bear thy banners out,
And there to claim in God's dear Name
The last and least redoubt.
The earth is his,—the heavens are his,
He stooped to make them one
When that great mystery was wrought
That gave us God the Son.

VI.

The world without is blind to thee,
Thou world of the within,
Yet through the years thy saints and seers
Its oracles have been.
Still trust them with thy prophecies;
Still through them breathe thy breath;
Till Honor blossom from the dust
And Life spring out of death.

—Mary A. Lathbury.

Stories of American Promotion and Daring

WASHINGTON: THE PROMOTER AND PROPHET

BY ARCHER BUTLER HULBERT

Author of "Historic Highways of America."



WASHINGTON, as we have already noted, undertook his western investments as early as 1767, and they were the result of long acquaintance and serious consideration. In natural order, the great plans which now slowly began to unfold, and which of themselves must have marked Washington as a famous American had he been known for nothing else whatever, were the logical outcome of his western speculations.

As early as 1754 Washington, then just come of age, made a detailed study of the Potomac River and described, in a memorandum, all the difficulties and obstructions to be overcome in rendering that river navigable from tide-water to Fort Cumberland (Cumberland, Maryland). At the time of Washington's entrance into the House of Burgesses in 1760, the matter of a way of communication between the colonies and the territory then conquered from France beyond the Alleghanies was uppermost, perhaps, in his mind, but various circumstances compelled a postponement of all such plans, particularly the outrageous proclamation of 1763 which was intended to repress the western movement.

By 1770 conditions were changed. In 1768 the Treaty of Fort Stanwix had nominally secured to Virginia all the territory

south of the Ohio River—the very land from which the proclamation of 1763 excluded her.

On July 20 of this year Washington wrote to Thomas Johnson, the first state governor of Maryland, suggesting that the project of opening the Potomac River be "recommended to the public notice upon a more enlarged plan [*i.e.*, including a portage to the Ohio basin] and as a means of becoming the channel of conveyance of the extensive and valuable trade of a rising empire." Johnson had written Washington concerning the navigation of the Potomac; in this reply Washington prophesied the failure of any plan to improve the Potomac that did not include a plan to make it an avenue of communication between the East and the West. He also prophesied that, if this were not done, Pennsylvania or New York would improve the opportunity of getting into commercial touch with that "rising empire" beyond the Alleghanies, "a tract of country which," he wrote, "is unfolding to our view, the advantages of which are too great, and too obvious, I should think, to become the subject of serious debate, but which, through ill-timed parsimony and supineness, may be wrested from us and conducted through other channels, such as the Susquehanna."

These words of Washington's had a

This is the second paper of a series of nine articles on "American Promotion and Daring." Some of the papers, in *The Chautauquan*, from September, 1903, to May, 1904, are as follows:

Washington: The Pioneer Investor (September).

Washington: The Promoter and Prophet (October).

David Zeisberger: Hero of the American Black Forest (November).

Richard Henderson: The Founder of Transylvania (December).

Rufus Putnam: The Founder of Ohio (January).

significance which no others uttered in that day had—hinting of a greater America of which few but this man were dreaming. They sounded through the years, foretelling the wonder of our time, the making



LAUREL HILL ROAD

The modern road on Laurel Hill, Fayette County, Pa., following the old-time track of Braddock's Road which Washington usually followed on his western tours.

By permission, from "Historic Highways of America," vol. III.

of the empire of the Mississippi basin. Far back in his youth, this man had sounded the same note of alarm and enthusiasm; "A pusillanimous behaviour now will ill suit the times," he cried to busybody Governor Dinwiddie just after the Bulldog Braddock's defeat, when a red tide of pillage and murder was setting over the mountains upon Virginia and Pennsylvania. During the fifteen years now passed, Washington had visited the West and knew better its promise and its needs, and now the binding of the East and West became at once his dearest dream.

Believing the time had come, Washington, in 1774, brought before the Virginia House of Burgesses a grand plan of communication which called for the improvement of the

Potomac and the building of a connection from that river to one of the southwest tributaries of the Ohio. Only the outbreak of the Revolution could have thwarted the measure; in those opening hours of war it was forgotten and was not thought of again until peace was declared seven years later.

We know something of Washington's life in those years—his ceaseless application to details, his total abandonment of the life he had learned to know and love on the Mount Vernon farms, the thousand perplexities, cares and trials which he met so patiently and so nobly. But in these days of stress and hardship the cherished plan of youth and manhood could not be forgotten; even before peace was declared, Washington left his camp at Newburg and, at great personal risk, made a tour through the Mohawk Valley, examining the portages between the Mohawk and Wood Creek, at Rome, New York, and between Lake Otsego and the Mohawk at Canajoharie. These routes—by the Susquehanna and Mohawk to the lakes—were the rival routes of the James and Potomac westward, and Washington was greatly interested in them. He was no narrow partizan. Returning from this trip he wrote the *Chevalier De Chastellux* from Princeton, October 12 (1783):

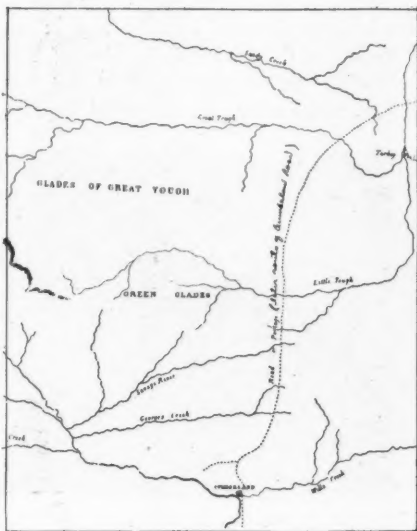
"Prompted by these actual observations, I could not help taking a more extensive view of the vast inland navigation of these United States and could not but be struck with the immense extent and importance of it, and with the goodness of that Providence, which has dealt its favors to us with so profuse a hand. Would to God we may have wisdom enough to improve them. I shall not rest contented, till I have explored the western country, and traversed those lines, or great part of them, which have given bounds to a new empire."

There is something splendid suggested by these words. Though he knew, perhaps better than any man, the pitiful condition of the country, there is here no note of despair but rather a clear cry of enthusiasm. The leader of the armies was now to become a leader of a people and at the outset his eye is uplifted and his faith great. With prophetic genius his face, at the close

of his exhausting struggle, is turned toward the west. It is certain that Washington could not have known what a tremendous influence the new West was to have in the perplexing after hours of that "critical period" of our history. Perhaps he judged better what it would be partly for the reason that its very existence had furnished a moral support to him in times of darkness and despair; he always remembered those valleys and open meadows where the battles of his boyhood had been fought, and the tradition that he would have led the Continental army thither in case of final defeat may not be unfounded. Whether he knew aught of the wholesome part that West was to play in our national development or not, two things are very clear today: That West and the opportunity to occupy it was the "main chance" of the spent colonies at the end of that war; and, if Washington had known all that we know at this day, he certainly could not have done much more than he did do to bring about the welding and cementing of the East and the West which now meant more than ever before to each other. Again he utters practically the old cry of his youth: "A pusillanimous behavior now will ill suit the times." And the accent is on the "now."

It is not surprising, therefore, to find that Washington, soon after reaching Mount Vernon, at the close of the war, determined on another western journey. The ostensible reason for the trip was to look after his lands, but from the "Journal" of the traveler it is easy to see that the important result of the trip was a personal inspection of the means of communication between the various branches of the Ohio and Potomac which so nearly interlock in Southwestern Pennsylvania and Northeastern West Virginia. It must be remembered that, in that day, river navigation was considered the most practical form of transportation. All the rivers of Virginia, great and small, were the highways of the tobacco industry; the rivers of any colony were placed high in an inventory of the colony's wealth, not only because they implied fertility, but because

they were the great avenues of trade. The first important sign of commercial awakening in the interior of the colonies was the improvement of the navigable rivers and the highways.



SKETCH BY WASHINGTON

Portion of a "sketch of the country between the waters of the Potomack and those of Youghagany and Monongahela, as sketched by Gen'l Washington." The dotted line shows the portage route outlined by General Washington in 1784 between the Potomac and Youghiogheny rivers.

In less than thirty-three days Washington traveled nearly seven hundred miles on horseback in what is now Pennsylvania and West Virginia; that he did not confine his explorations to the traveled ways is evident from his itinerary through narrow, briery paths, and his remaining, for at least one night, upon a Virginia hillside where he slept, as in earlier years, beside a camp-fire and covered only by his cloak. His original intention was to go to the Great Kanawha, where much of his most valuable land lay, and after transacting his business, to return by way of the New River into Virginia. But it will be remembered that after the Revolutionary War closed in the East the bloodiest of battles were yet to be fought in the West, and even in 1784, such was the condition of affairs on the frontier, it did not seem safe for Washington to go down the

Ohio. He turned, therefore, to the rough lands at the head of the Monongahela, in the region of Morgantown, West Virginia, and examined carefully all evidence that could be secured touching the practicability of opening a great trunk line of communication between East and West by way of the Potomac and Monongahela rivers. The navigation of the headwaters of the two streams was the subject of special inquiry,



CHALK HILL HOUSE
An old-time Tavern.

and then, in turn, the most practicable route for a portage or a canal between them.

From any point of view this hard, dangerous tour of exploration must be considered most significant. Washington had led his ragged armies to victory—England had been fought completely to a standstill—and the victor had returned safely to the peace and quiet of his Mount Vernon farms amid the applause of two continents. And then in a few weeks, we find the same man with a single attendant beating his way through the tangled trails in hilly West Virginia, inspecting for himself and making diligent inquiry from all he met concerning the practicability of the navigation of the upper Monongahela and upper Potomac. Russia can point to Peter's laboring in the Holland shipyards with no more pride than that with which we can point to Washington pushing his tired horse through the wilderness about Dunker's Bottom on the Cheat River in 1784; if through the knowledge and determination of Peter, the Russian Empire

became strong, then, as truly from the clear-visioned inspiration of Washington came the first attempts to bind our East and West into one—a union on which depended the very life of the American republic. Here and now we find this man firmly believing truths and theories which became the working theories of a whole nation but a few years later.

Returning to Mount Vernon, Washington immediately penned one of the most interesting and important letters written in America during his day and generation—that classic "Washington's Letter to Benjamin Harrison, 1784," as it is styled in the "Old South Leaflets." In this letter he voices passionately his plea for binding a fragmentary nation together by the ties of interstate communion and commerce. His plan included the improvement of the Potomac and one of the heads of the Monongahela, and building a solid portage highway between these waterways. His first argument to the Virginia governor was that Virginia ought to be the first in the field to secure the trade of the West; with keener foresight than any other man of his day, Washington saw that the trans-Alleghany empire would be filled with people "faster than any other ever was, or any one would imagine." Not one of all the prophecies uttered during the infancy of our republic was more marvelously fulfilled; the various means by which this was accomplished changed more rapidly than any one could have supposed, but every change only brought to pass more quickly that very marvel which he foretold to a wondering people only half awake to its greater duty. His final argument to Harrison was prophetically powerful; he had done what he could to lead his people to freedom from Proprietaries and Lords of Trade—how free now would they be?

He wrote: "I need not remark to you, Sir, that the flanks and rear of the United States are possessed by other powers, and formidable ones too: nor how necessary it is to bind all parts of the union together by indissoluble bonds, especially that part of it which lies immediately west of us, with the

middle States. For what ties, let me ask, should we have upon these people? How entirely unconnected with them shall we be, and what troubles may we not apprehend, if the Spaniards on their right, and Great Britain on their left . . . should hold out lures for their trade and alliance. . . . The western states (I speak now from my own observation) stand as it were on a pivot. The touch of a feather would turn them any way. . . . Open the avenues to the trade of that country, and embrace the present moment to establish it. It only wants a beginning. The western inhabitants would do their part toward its execution. Weak as they are, they would meet us at least half way. . . . Upon the whole, the object in my estimation, is of vast commercial and political importance."

Thus the old dream of the youth is brought forward again by the thoughtful, sober man; these words echo the spirit of Washington's whole attitude toward the West—its wealth of buried riches, its commercial possibilities, its swarming colonies of indomitable pioneers. Here was the first step toward solving that second most serious problem that faced the young nation: How can the great West be held and made to strengthen the union? France and England had owned and lost it. Could the new master, this infant republic, "one nation today, thirteen tomorrow," do better? Aye, but England and France had had no seer or adviser so wise as this man. This letter from Washington to Harrison was our nation's pioneer call to the vastly better days (poor as they now seem) of improved river navigation, the first splendid economic advance that heralded the day of the canal and national highway. For fifty years—until President Jackson vetoed the Maysville road bill—the impetus of this appeal, made in 1784, was of vital force in forming our national economic policies. This letter has frequently been pointed to as the inspiring influence which finally gave birth to the Erie Canal and the Cumberland National Road.

The immediate result of this agitation was the formation of the celebrated Potomac Company, under joint resolutions

passed by Virginia and Maryland. Washington was at once elected to the presidency of this company, an office he filled until his election to the presidency of the United States five years later (1789). The plan of the Potomac Company was to improve the navigation of the Potomac to the most advantageous point on its headwaters and build a twenty-mile portage road to Dunker's Bottom on the Cheat



A FAMOUS RUIN*

On the Pennsylvania frontier in the days of Washington.

River. With the improvement of the Cheat and Monongahela rivers, a waterway, with a twenty-mile portage, was secured from the Ohio to tide-water on the Potomac.

Washington's plan, however, did not stop here. This proposed line of communication was not to stop at the Ohio, but the northern tributaries of that river were to be explored and rendered navigable, portage roads were to be built between them and the interlocking streams which flowed into the Great Lakes. With the improvement of these waterways, in their turn, a complete trunk line of communication was

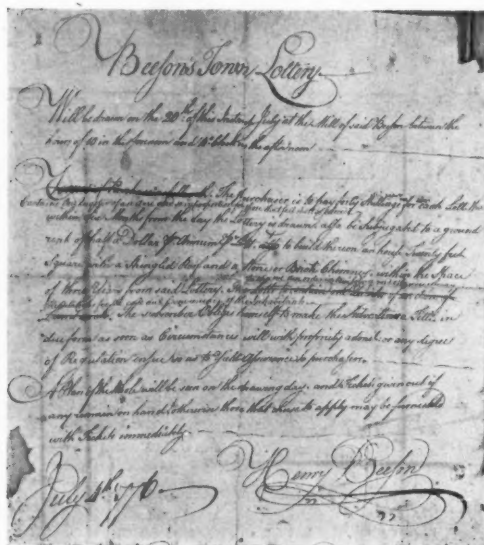
*Fort Gaddis was built by Thomas Gaddis, a colonel in the Revolutionary war, and an active participant in the Whisky Insurrection of 1794. It is situated two miles south of Uniontown, Pa., and was occupied for many years as the residence of Basil Brorionfield. Daniel Boone and his companions are said to have camped at or near the fine spring close to this old fort. The "Whisky Boys" erected a flag-pole on this farm, during the Whisky Insurrection, and some government troops were encamped here for the suppression of the insurrection. Loop-holes can be seen under the eaves.

thus established from the lakes to the sea. Washington spent no little time in endeavoring to secure the best possible information concerning the nature of the northern tributaries of the Ohio, the Beaver, Muskingum, Scioto and Miami, and of the lake streams, the Grand, Cuyahoga, Sandusky

Ohio Canal, as the early attempts to render the Mohawk River navigable were the first chapters in the history of the famed Erie Canal. These efforts of Washington are likewise the first chapter of the building of our one great national road. This highway, begun in 1811 and completed to the Ohio

River in 1818, was practically the portage path which was so important a link in Washington's comprehensive plan. Its starting point was Cumberland, Maryland, on the Potomac, and it led to Brownsville, Pennsylvania, on the Monongahela, and Wheeling on the Ohio. All of these points were famous ports in the days when that first burst of immigration swept over the Alleghanies. Washington's plan for a bond of union between East and West was also the first chapter of the story of throwing the first railway across the Alleghanies. "I consider this among the most important acts of my life," said Charles Carroll, of Carrollton, when with the stroke of a pen he laid the first foundation for the Baltimore and Ohio Railway, "second only to my signing the Declaration of Independence, if even it be second to that."

Washington's dream of an empire of united states bound together by a "chain of federal union" was enlarged



BEESON'S TOWN (UNIONTOWN, PA.) LOTTERY
ADVERTISEMENT

Photograph of MSS, hand-bill tacked up on the old Henry Beeson mill on July 4, 1776, announcing that the lots of the new town of Union would be drawn by lottery on July 20; one of the first towns to rise in this region which Washington was exploiting

and Maumee. It was because of such conceptions as these that all the portage paths of the territory northwest of the Ohio River were declared by the famous Ordinance of 1787, "common highways forever free."

The Potomac Company fared no better than the other early companies which attempted to improve the lesser waterways of America before the method of slackwater navigation was discovered. It was, however, the pioneer effort in a cause which meant more to its age than we can readily imagine today, and in time it emerged into the great and successful Chesapeake and

and modified by the changing needs of a nation, but in its vital essence it was never altered. "It would seem," wrote the late H. B. Adams, "as though, in one way or another, all lines of our public policy lead back to Washington, as all roads lead to Rome." As I stood recently beneath the shadow of his stately monument I wondered whether a finer tribute than that could be chiseled upon it. And yet, after all, I believe there are other words which sound a note that should never die in the ears of his people, and those are his own youthful words—"A pusillanimous behavior now will ill suit the times."

What America Spends in Advertising

BY GEORGE B. WALDRON



HE business man on his way home from the office hastily exchanges a cent for the evening paper and throws down a dime upon the news counter for the current cheap magazine. In his eager search for the latest news or the freshest sensation he gives no thought to the fact that the results of the brains and activities of the world are in his hands for a few cents. That ten-cent magazine, the penny evening paper, cost the publishers far more than the reader paid for them. Take the magazine, for example. At average prices, the publisher in its preparation paid six cents to his editors, his typesetters, his pressmen, his binders and other employees. The paper cost him three cents more. Another three cents went to the authors and for miscellaneous expenditures about the establishment, and three cents more to the news agency that carried the magazine to the customer. These various items aggregate fifteen cents, and there is not a cent provided for the wear and tear of machinery, for the use of the enormous capital, nor for the brains of those who own and run the property. Are these men recklessly flinging away their wealth? Are they gigantic philanthropists?

So, too, with the vast machinery that has produced the penny evening paper. The white paper and the wages roll alone, on the average, cost more than the meager cent paid by the reader. What about the mighty network of wires and cables that have been taxed to collect the news of the world? What of the ink, the great pulsating presses, even the newsboy vociferously shouting his wares? All these expenses must be met. Another cent added to the one paid by the business man in his homeward flight will not more than satisfy these demands and leave a fraction for the man who, from his "con-

ning tower," directs the movements of this gigantic machine. Again, as with the magazine, comes the query, Who pays the rest of the bill?

The advertiser pays the bill. He makes possible the modern ten-cent monthly, the penny daily, and the multitude of other periodicals that enliven our homes. Every dime and cent contributed by the public, the advertiser matches with another, and the homes of the nation get the benefit.

Not so many years ago a few hundred dollars placed in advertising was considered almost recklessness. Today the vender of a certain breakfast preparation is spending a million dollars within twelve months in calling public attention to his wares, and some of his rivals are close seconds. There are certain patent medicines, certain baking powders, certain soaps, that confront the eye from the pages of almost every magazine and newspaper. Campaigns like those cost hundreds of thousands of dollars.

So far from being a passing fad, the advertising business is growing with tremendous strides. Not many years ago, a certain advertising agency looked askance at an order to insert an "ad" in every newspaper of the nation. Today the order would be considered a regular business transaction. Department stores these days place their contracts in the city dailies by the thousand columns. There are publications that receive as high as four thousand dollars for one page of a single issue. A million dollars a year is not considered too high for the advertising receipts of some of our widely circulating dailies and monthlies. And still the ball rolls on, gathering vastness with every turn.

In 1900, the year of the latest census, the various newspapers and periodicals of the nation received the enormous aggregate

of \$95,861,127 for advertising alone. Almost a hundred million dollars spent by the American advertisers in a single year! This total does not include the hundreds of millions of circulars, pamphlets, cards and other advertisements scattered through the mails or from house to house by other agencies. Nor does it include the vast array of billboards, those structures that mar or beautify the landscape at every turn. It does not include the sandwich man nor the street car sign. If all these only equal in cost the amount spent for advertising in newspapers and periodicals—and this would seem a moderate estimate—they call for another hundred millions of dollars.

Two hundred millions spent in this country every year for advertising! Who pays the bill? Does the advertiser? Not he. He simply passes it on to the man who buys the goods. In its ultimate analysis this burden of two hundred millions or more a year rests upon the shoulders of the people. In some few cases, doubtless, it doubles the cost of the goods. Yet, after all, it is only a small amount relatively when spread over the whole vast bulk of goods sold every year to the people, amounting to not less than \$10,000,000,000 in value.

In other words, on the average, for every dollar's worth of goods that goes into the home the consumer pays two cents to the advertiser for telling him the best things to buy. Without this two cents' tribute on the dollar, how would we ever know about the multitude of new things that are coming continually upon the market? Advertising lives and grows because, as a whole—despite some of its foolishness—it serves real wants of the people.

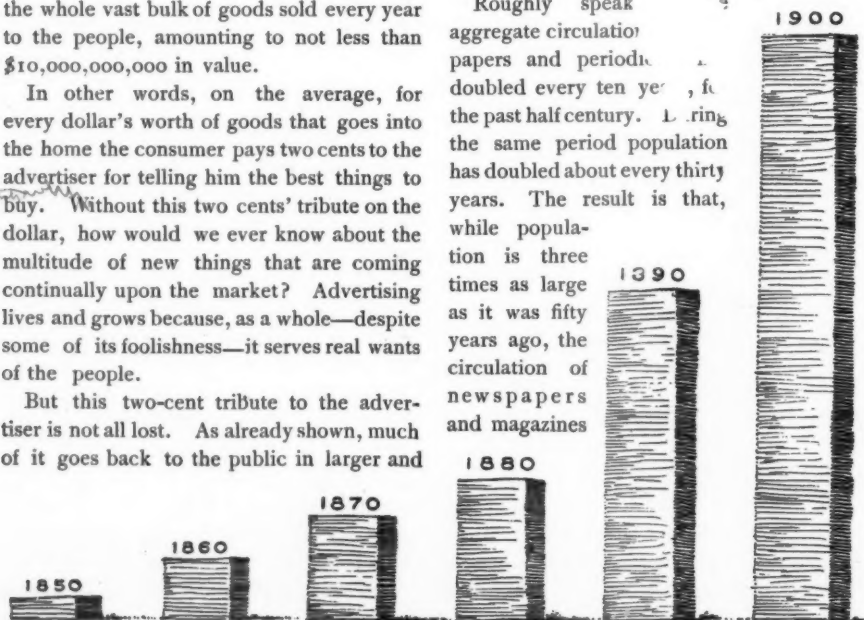
But this two-cent tribute to the advertiser is not all lost. As already shown, much of it goes back to the public in larger and

better magazines and papers. The history of the development of modern advertising is the history of the development of the printing press. Fifty years ago the presses of the nation were printing an aggregate of 426,000,000 copies of daily, weekly, monthly and other periodicals every year. This was a creditable showing, for it meant an average of eighteen copies yearly to every man, woman and child, or ninety-two to every family.

We hear much about the meager opportunities for reading enjoyed by our grandfathers. Yet an average of two newspapers or magazines a week coming into the home of fifty years ago was not absolute starvation. But note what gains have been made in a half century, as disclosed by the following table, showing the total yearly circulation of all classes of newspapers and magazines by decades:

	Yearly Circulation	Population	Copies Per Capita
1850	426,409,978	23,191,876	18.4
1860	927,951,548	31,443,321	29.5
1870	1,508,548,250	38,558,371	39.1
1880	2,067,848,209	50,155,783	41.2
1890	4,681,113,70	62,622,250	74.7
1900	8,168,148,	75,994,575	107.5

Roughly speaking aggregate circulation of newspapers and periodicals doubled every ten years during the past half century. During the same period population has doubled about every thirty years. The result is that, while population is three times as large as it was fifty years ago, the circulation of newspapers and magazines



GROWTH OF CIRCULATION

has multiplied nineteen fold. Circulation has increased six times as fast as population. In other words, on the average, there are six times as many papers entering the home today as a half century ago. The average twentieth-century family takes one daily and five other publications divided equally between weeklies and monthlies. On the average, over five hundred papers enter the home every year.

Periodicals and newspapers, while thus expanding so largely in circulation, have also been increasing in size. On the average, for the country as a whole, they are sixty-five per cent larger than twenty years ago. Newspapers that in 1880 were content to have eight pages must now have twelve and fourteen. The magazine of a hundred pages has swelled to one hundred and sixty or more. Measured in actual bulk the periodical presses of the nation are turning out six times as much matter as twenty years ago, while their gain in actual circulation is only fourfold.

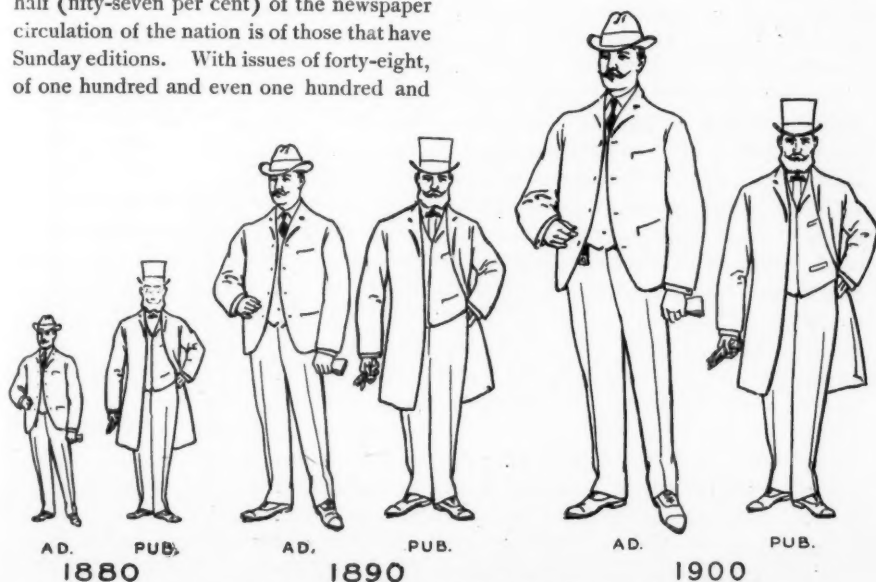
During that twenty years most of the revolutionary changes have come in the newspaper field. The Sunday newspaper in 1880 was almost unknown. Today more than half (fifty-seven per cent) of the newspaper circulation of the nation is of those that have Sunday editions. With issues of forty-eight, of one hundred and even one hundred and

twenty pages, where comes the money to pay the bills? Not alone from the "nickel" usually received for these Sunday issues. Then it must come from the advertisers.

The ten-cent magazine is only ten years old. The first was issued in October, 1893. The result of this innovation is that, in the ten years from 1890 to 1900, the circulation of monthlies was more than doubled. For ten cents today some of the magazines issue one hundred and ninety-two pages of reading matter and an equal quantity of advertising.

There are those who complain of the weight of the magazines, and some go so far even as to tear off the advertisements. Gladstone, however, took a very different view, as he is said to have subscribed to the American editions of magazines that he might read the latest marks of progress as disclosed in the advertising pages.

Today the average publisher gets more from advertising than from subscriptions and sales of his publication. There has been a noteworthy reversal of these conditions in the past twenty years. Following are the receipts by newspapers and periodicals from



COMPARATIVE GROWTH OF ADVERTISING AND PUBLISHERS' SALES

advertising and from subscriptions and sales for the years 1880, 1890 and 1900:

	Subscriptions and Sales	Advertising Total	Per Cent
1880	\$49,872,768	\$39,136,306	44.0
1890	72,343,087	71,243,361	49.6
1900	79,928,483	95,861,127	54.5

During the twenty years subscriptions and sales have increased sixty per cent, but forty-five per cent of this gain, or three-fourths, was during the first decade of the period. Advertising receipts, during the same twenty years, increased a hundred and forty-five per cent or about two and a half times as fast as receipts from subscriptions and sales.

In 1880, of every one hundred dollars receipts, on the average, forty-four dollars was from advertising. By 1890, advertising and subscriptions almost balanced each other. But, in 1900, receipts from advertising had far outstripped those from its competitor. For every dollar now taken in from advertising the publisher takes but eighty-three cents from subscriptions and sales. Twenty years ago for each dollar received from the advertiser one dollar and twenty-seven cents was paid in subscriptions. The modern miracles of the ten-cent magazine and the penny daily are possible because the advertiser pays more than half the bills.

The total newspaper advertising bill of the nation in 1900, as already stated, was \$95,861,127. More than a quarter of this amount (26.5 per cent) was spent in New York State. At the same time that state furnished more than a quarter (28.5 per cent) of the total circulation per year. Next to New York stands Pennsylvania with a total advertising bill of \$10,741,028; and then follows Illinois with \$9,029,291. These three states supply forty-seven per cent or nearly half the advertising of the nation.

The accompanying table gives the total advertising for the twenty states that head the list. Not one of these uses less than a million dollars' worth a year. A second column shows the average advertising receipts per capita and the last column gives the

total circulation during the year of newspapers and periodicals.

States	Advertising Total	Per Capita	Copies of Papers Issued Annually
New York	\$25,369,048	\$3.49	2,324,952,983
Pennsylvania	10,741,028	1.70	923,178,870
Illinois	9,029,291	1.87	746,880,247
Massachusetts	6,906,320	2.46	531,739,780
Ohio	4,863,620	1.17	591,526,153
Missouri	4,615,545	1.49	446,832,760
California	3,437,976	2.32	205,789,752
Minnesota	2,295,482	1.31	169,257,418
Michigan	2,137,461	.88	200,457,376
Indiana	2,070,544	.82	175,432,092
Iowa	1,939,852	.87	158,895,153
New Jersey	1,813,518	.96	103,924,361
Texas	1,600,616	.53	100,811,006
Maryland	1,490,189	1.26	98,959,220
Wisconsin	1,414,475	.68	132,510,954
Colorado	1,289,888	2.39	71,702,076
District of Columbia }	1,069,480	3.81	56,720,860,
Connecticut	1,068,998	1.18	79,366,409
Maine	1,044,695	1.50	106,420,850
Nebraska	1,002,462	.94	85,959,730

It may be noted that while New York stands first in total advertising receipts, she yields to the District of Columbia for the largest receipts per capita. Advertisers pay the press of New York \$3.49 per capita, whereas in the District of Columbia the rate is \$3.84. In Massachusetts the rate is \$2.46 per capita, in Wisconsin \$2.39, and in California \$2.32. At the other extreme is Mississippi whose newspapers and periodicals receive an average of thirteen cents per capita for advertising. In North and South Carolina the rate is fifteen cents, in Arkansas and Indian territory twenty cents, in Alabama twenty-two, Virginia twenty-eight and West Virginia twenty-nine cents. There are ten states, chiefly in the South and West, whose advertising receipts aggregate but a little above a million dollars a year, and in twenty states the total is but \$3,791,465, or only a seventh of the advertising receipts of the single state of New York.

The total circulation of newspapers and magazines, as a rule, corresponds closely with advertising receipts. For the country over there were eighty-five issues of papers for each dollar received in advertising. The state of New York issued ninety-two for each dollar, Pennsylvania issued eighty-six and Illinois eighty-three. Tennessee leads the states in this respect, with one hundred and

sixty-three issues for each dollar of advertising received. Delaware published one hundred and twenty-nine and Ohio one hundred and twenty-two copies.

What of the future? He is a bold man who dares to set a limit upon American enterprise. Yet there are some indications that we are approaching the confines. The gains for the past ten years, splendid as they appear, are much smaller than for the preceding decade. There is a limit to the consumption of even cheap literature, and millions of American families appear to have enough. An average of over five hundred dailies, weeklies, monthlies and other publications entering the home every year would seem sufficient to satisfy any appetite for reading.

There are 6,180,000 people, ten years of age and over, in the United States that can neither read nor write—one in every nine of those ages. Twenty years ago the illiteracy ratio was one in every six. Perhaps there are many others, who, though able to read, only rarely look at a paper. But few are the American homes today into which there does not enter some product of the press.

We may expect, therefore, that circulation will move forward in the near future more in accordance with the growth of population and not with six times the rapidity of increase in population, as in recent years. Per capita

receipts from subscriptions and sales are already dropping, from \$1.15 on the average in 1890 to \$1.05 in 1900, and this despite the nation's rapidly growing prosperity.

Advertising receipts averaged \$1.26 per capita in 1900. This was a gain of fourteen cents in ten years. But in the previous decade the gain was thirty-four cents per capita, or two and a half times as heavy. Would not this indicate the approach to a limit?

On the whole, we may expect, in the near future, to see subscription receipts fairly stationary, while those from advertising gradually increase. Advertising rates per thousand of circulation tend to decline. After passing the three hundred thousand circulation mark the value of advertising, as a rule, becomes a race between advertising receipts and the cost of white paper. Not long ago, advertising in one of the New York City evening papers was said to cost twenty-one cents a line for white paper alone. Advertising is becoming both a science and an art. The man who spends his hundreds of thousands of dollars is coming into a position to demand and to get his full share of the results. It is a three cornered fight between the advertiser, the publisher and the public. Whatever the result between the first two, the public may expect to reap the benefits.

GREATNESS

A sculptor put his hand to unhewn stone,
And lo! there grew a beauteous face, which shone
As though endowed with life. "Well done!" men said;
And laurel wreaths entwined about his head.

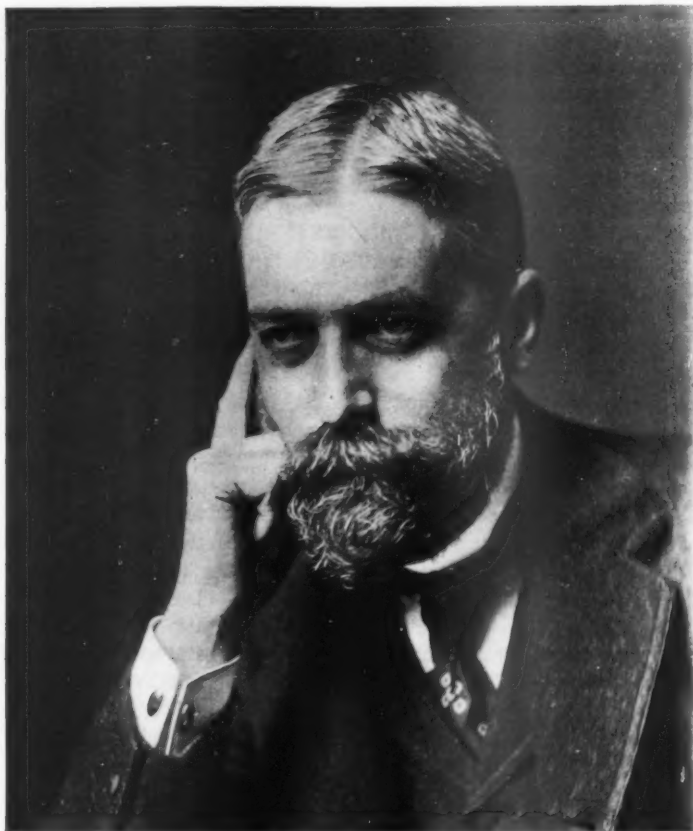
The sculptor died. His name was blazoned high
Among the great of earth. From sea to sky
The world reëchoed to his wondrous deed;
Enduring honor was the sculptor's meed.

An aged peasant, by a wayside drear,
Dug him a well, deep down to waters clear.
"He's mad," men said, "to waste his labor so;
'Twill do no good, no one will ever know!"

The peasant died;—scarce any knew his name—
And was forgotten. One day a stranger came
With thirst o'erworn; he drank and breathed a prayer
Upon the man who'd placed that fountain there!

—Edwin Carlisle Litsey

Modern American Idealists



ERNEST HOWARD CROSBY

Writer, lecturer, dreamer, social reformer, jurist and political worker; a man of wealth and position devoting himself not to personal aggrandizement but to the social and economic betterment of his kind, is the subject of the second portrait and sketch in THE CHAUTAUQUAN'S series of "Modern American Idealists."

Mr. Crosby was born in 1856 in New York; is the son of the Rev. Dr. Howard Crosby, a graduate of the University of New York and of the Columbia University Law School. He practised law in New York for eleven years—until 1889. For three successive years, 1887, 1888 and 1889, he was a member of the New York legislature, being chairman of the Committee on Cities, and father of the three Crosby High License Bills, vetoed by Governor Hill. He was named by President Harrison and appointed by the Khedive to be judge of the Mixed Tribunals of Egypt, in 1889, serving for five years at Alexandria.

A visit to Tolstoy on his return home in 1894 greatly influenced his life, and he became a pronounced Tolstoyan. In the same year he abandoned politics and devoted himself to writing. He was first president of the Social Reform Club of New York, and for two years president of the New York Vegetarian Society, and has been also president of the New York Anti-Imperialistic League, the Civic Council of New York and the New York Peoples' Club. He is the author of "Plain Talks in Psalm and Parable," "Captain Jinks, Hero," "Swords and Plowshares," and "Tolstoy and His Message," and compiler of "The Earth-for-all-Calendar." He lives at Rhinebeck, New York.

The Civic Renaissance

THE TRAINING OF THE CITIZEN

BY CHARLES ZUEBLIN

University of Chicago, Past President American League for Civic Improvement.



HE contrast between the old and the new education has received epigrammatic expression at the hands of Professor John Dewey and Professor Thorstein Veblen.

Professor Dewey in "The School and Society" says: "There is all the difference in the world between having something to say and having to say something," which will be appreciated by everyone who was trained in the Gradgrind school of "facts." Professor Veblen in "The Theory of the Leisure Class" has coined the phrase "the instinct of workmanship and the irksomeness of labor," in which is expressed the modern educational conception that the ability to create is superior to the ability to know, or even merely to do. We are trying to extend this new ideal of education throughout the system of public instruction for the benefit of the masses.

The industrial and social needs of each generation should determine the character of its educational opportunities. We began our national existence with a belief in democracy—not merely the political ideal of Lincoln, "government of the people, by the people and for the people"—but a democracy which meant more than government, which was expressed in the high-sounding phrase "Liberty, Equality and Fraternity." At the dawn of the twentieth century there seems to be a relaxation of democratic enthusiasm, due, perhaps, to a recognition that the French philosophers and the American patriots had been too sweeping in their

democratic demands and aspirations. Yet the obligation is upon us to prepare our future citizens for life in a democracy, and the demand is therefore urgent to define democracy in realizable terms. The progress of education has given us a threefold educational ideal: education for occupation, for citizenship and for manhood. May we not unite this ideal with the democratic trinity, and demand as a rational goal, liberty for the worker, equality for the citizen and fraternity for man? We find, indeed, that industrial and educational progress is paving the way for the realization of this limited democratic conception, which may, however, prove to be a fuller democracy than the previous unattainable ideal.

The nineteenth century has given us industrial, political and moral conditions which facilitate the realization of this qualified democracy. The economic changes have been expressed in an industrial and a domestic revolution. The industrial revolution has substituted machinery for handwork, has introduced the division of labor, has provided a place for women and children, as well as men, in the huge factories which supplant the old-fashioned workshop, while the principles of organization, bringing masses of people together for economic advantage, have led to the growth of the modern city.

This would necessitate changed methods of education, were the influence of the domestic revolution absent, but the latter has been equally significant in altering the

This is the second of a series of nine articles on the "Civic Renaissance." The full list, in *The Chautauquan*, from September, 1903, to May, 1904, is as follows:

The New Civic Spirit (September).
The Training of the Citizen (October).
The Making of the City (November).
"The White City" and After (December).
Metropolitan Boston (January).

Greater New York (February).
The Harrisburg Plan (March).
Washington, Old and New (April).
The Return to Nature (May).

educational opportunities outside the school. The labor-saving devices used in the household, the satisfaction of many wants through communal effort, and the general diffusion among urban populations of the news of the world, giving thus a superficial literary training—all conduce to the sending of the boy to school without that training of hand and eye which would have been secured under the primitive domestic conditions. When this is coupled with the necessity of fitting children for modern industrial conditions, we find that the old-fashioned education of the "three R's" is entirely inadequate. The new education, like the new industry, must make for a larger liberty.

The last century's progress in representative government has also made new demands upon the educational system. While we have not witnessed such marked advances in America as have been seen in Europe, because we began the century with a more representative system, we have nevertheless been trying to interpret the documents of our forefathers, and endeavoring to adapt our political institutions to the industrial changes. We have, therefore, gained new conceptions of political responsibility for which the old-time school made no provision, but which gives to the school of today the opportunity for a fuller expression of equality. A no less significant result of the march of events in the nineteenth century is the development of humanitarianism, which has received notable reverses in recent wars and other barbaric activities, but nevertheless encourages the belief that the fraternal spirit is influencing men, and may become a greater inspiration in the school of tomorrow.

We may ask ourselves, then, how may the results of the nineteenth century's industrial, political and social advances be utilized in the school for the extension of the worker's liberty. During the nineteenth century the greatest contribution to education came from science. Theoretical and applied science contributed to man's welfare and penetrated even into the recesses of the academic curriculum, while in

the scientific schools education is paying its debt to industry. Nineteenth-century science is the direct result of the industrial revolution and the greater emphasis laid on the relation of man to natural advantages. Not only was man's dependence on the earth evidenced in the use of raw materials, but in the application of machinery for purposes of industrial progress the same laws were exhibited which attracted the attention of the evolutionists in the biological world. Charles Darwin is not merely the product of an age which was devoted to scientific research; he is chiefly the child of an industrial era in which the survival of the fittest and the doctrine of natural selection were daily demonstrated. Industry thus contributed to education its most important doctrine, that of evolution or development, and education reciprocates by giving the youth not only general intellectual training, but special technical skill.

One result of the exaltation of industry was the appreciation of the value of manual training, not only for industrial but for educational purposes. If the training of the hand and eye is essential to economic fitness, it must involve a better development of all the faculties and hence have pure pedagogic merit. When we comprehend the value of the discipline which comes from the mechanic arts, then we begin to see that, as it is an aid to culture, so it may contribute to that chief necessity of the worker of today—the power of adaptability. The manual worker of the twentieth century enjoys a heritage from the past in the form of liberty to search for work, but liberty in his occupation is almost unknown. The elaborate organization of modern industry and the high subdivision of labor make the individual worker insignificant, while the changes are so rapid that even the most skilled may suffer without a general education which permits them to accommodate themselves to industrial changes. The man of executive capacity passes with ease from one occupation to another, but the manual worker in perfecting his knowledge of a

trade often pays the penalty of losing his job—because the introduction of some mechanical device may supplant his special skill. He needs, therefore, in self-defense, above all else the capacity for adapting himself to new industrial situations.

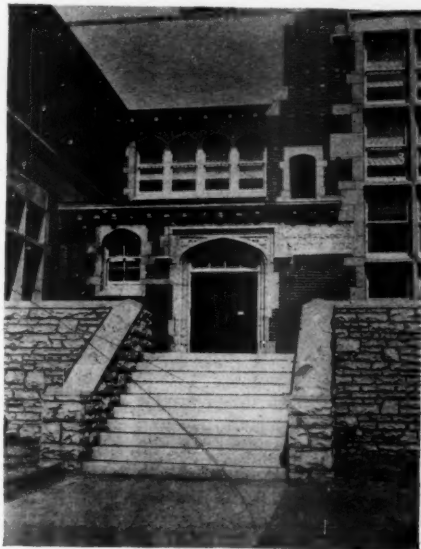
When manual training is given in the grades, from the kindergarten on, the student is ready, upon entering the high school, for a technological course. The technical schools of today are very often neglecting the poorer youth for whom they were designed, and becoming training schools for professional workers. The technical high school of the future may still perform its service for the children of manual workers, if manual training has been an organic part of the educational system from the beginning; and thus the workman of tomorrow may have not only the general training which makes him adaptable, but the special training which gives him immediate economic advantage.

Out of the industrial evolution of today there has emerged a serious problem, which may also be met by this application of education to the necessity of giving the workman liberty. The irregularity of employment which results from invention has been intensified by the further displacement of labor due to the economy of the higher organizations, combinations and trusts. This surplus labor can with difficulty be employed in the machine industries, but it may find a place in the cultivation of handicraft for the beautification of the home and the community, which happily are among the demands of our recent culture.

Thus it may be expected that the educational ideal of fitting the worker for occupation may be harmonized with the first element of democracy—liberty—not the absolute liberty to do as one pleases in all affairs of life, but liberty in life's chief essential—liberty in occupation.

The preparation of the citizen for his special function of government will be aided by every improvement in education, but is being immediately assisted by some

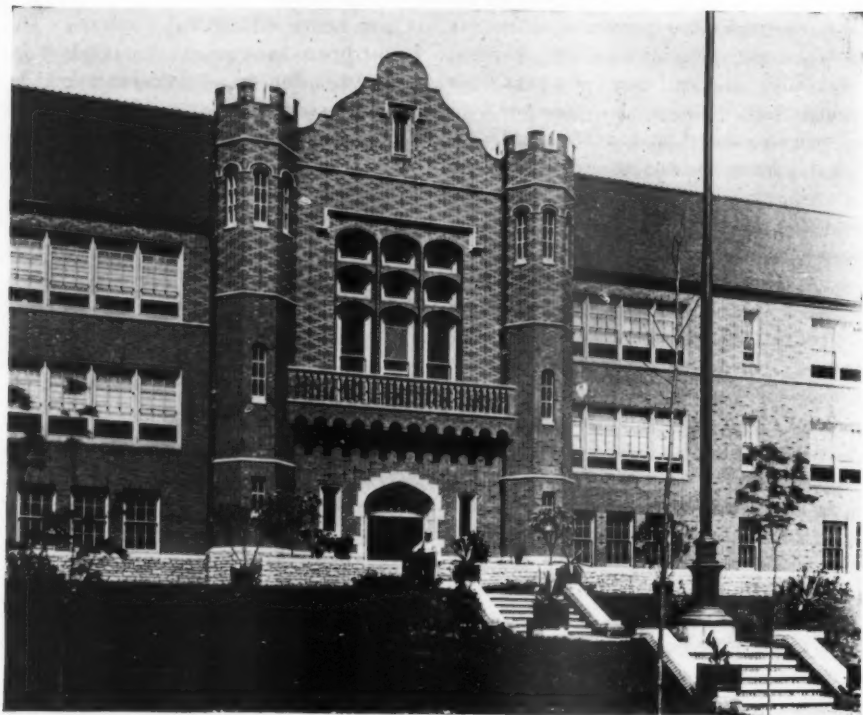
of our newer educational methods. The kindergarten established the standard of true citizenship in giving education, as Mrs. Wiggin puts it, to the "whole boy." Citizenship is not to be attained by mere



ENTRANCE TO THE RALPH WALDO EMERSON
SCHOOL, ST. LOUIS

attention to the ballot; equality is not secured by gaining the franchise; but equality in citizenship may be taken as a substitute for that fuller equality of riper civilization, if citizenship is interpreted in its broadest sense. This kind of citizenship is enjoyed by the child in the kindergarten in his common relations with other children—all struggling toward the goal of the perfection of the fullest capacities of each.

The public school system as a whole permits of a social equality which is scarcely known in adult life, but some of its newer features make a more direct contribution toward giving the citizen equality, special mention being necessary of the vacation school. The first proposal for vacation schools was made in Cambridge, Massachusetts, in 1872, with a view to occupying children in the summer time, especially the children of the congested



CENTRAL PAVILION, WYMAN SCHOOL, ST. LOUIS.

city quarters. The first vacation school was established in 1886 in Newark, New Jersey, the former suggestion having been premature. From this time on it has extended and multiplied until it is to be found in most of the large American cities of today, the first purpose usually being that of the original projectors—the employment of the dull hours of a long vacation. This would of itself justify the vacation school. Indeed we may say with Professor C. Hanford Henderson, in “Education and the Larger Life,” that vacations are unnecessary if the school is properly conducted, though as often operated today, it might be advantageous to increase the weekly holidays from one to seven, and the months of vacation from two to twelve.

The reaction from the confinement of the old-fashioned school make some occupation in the summer time especially desirable. Happily, the occupation provided is of not only a diverting but a healthful character. The abandonment of text-books, the

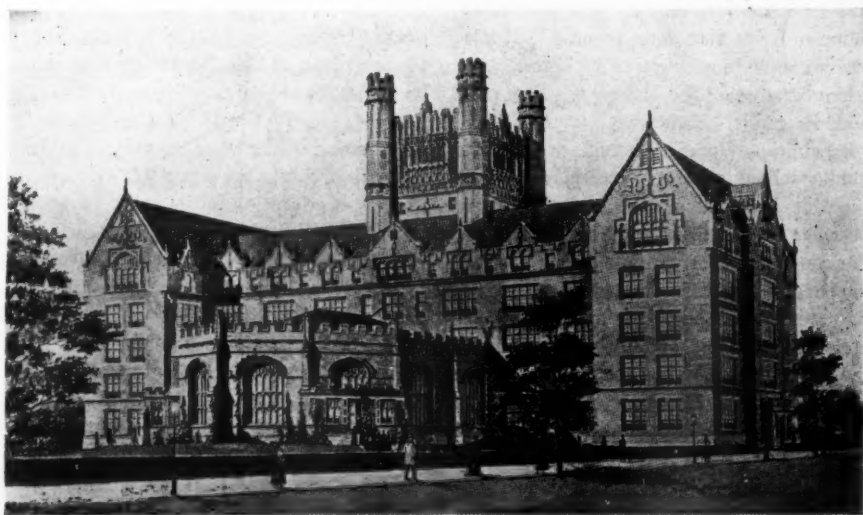
use of manual occupations, the introduction of excursions, the provision of visits to the country and the parks—all give relaxation as well as instruction. There is thus obtained not only a useful summer occupation, but the opportunity for the introduction of newer pedagogic methods than the frequently conservative school board is willing to sanction in the usually bureaucratic school system. There is a third and more important reason for the vacation school. Its chief significance is now seen to lie in the possibility of equalizing opportunity. The children of the poor in all urban communities suffer from the heat of summer as the children of the well-to-do certainly do not. The latter have the freedom of their gardens or the city parks, the lake or the sea, the mountain or the forest, and come back to school in September refreshed and rejuvenated. The child of the city street, on the other hand, returns to school wan and weak, if not vicious, as the result of the circum-

scribed environment of his summer months. He is no competitor for the child with superior advantages. The vacation school aims to give him diversity of instruction, occupation for his hands and eyes, outdoor activities and excursions—and thus by minimizing physical difference is opportunity equalized.

A still more direct method of encouraging equality in citizenship is found in the systems of self-government introduced in many schools today. Citizenship is learned from experience, not from books. One can be a citizen only by participation, and that not merely in the annual casting of the ballot, but in daily citizenship. The futility of silk-stocking politics is a constant reminder that mere intellectual capacity is no guarantee of good citizenship. A large part of the most intelligent voters in the city of Chicago desired at one time a very able and prominent young man as mayor, and wished the opposition party to choose him as candidate in competition with the very unsatisfactory incumbent of the office. There was no objection to this promising young man except that he was not acceptable to the ring which had at the time no other candidate. In spite of the united efforts of those who are com-

monly called the "best citizens," a ring candidate was nominated, who, inevitably as was expected, met defeat. The routine performance of the dictates of the party boss is no more successful than the study of text-books on civics, for imparting instruction in citizenship. The readers of Bryce's "American Commonwealth" and Von Holst's "Constitutional History of the United States" are not only inexperienced as a rule but commonly fail to grasp the fact that participation in any representative system is the best school of political citizenship.

A society in which workingmen have no voice in industrial management, where the majority even of those who furnish the capital for industrial undertakings do not share in their administration, where the members of the church acquiesce in clerical domination and the children in the school live under the tyranny of the teacher, is not likely to excel in the management of political affairs. Self-government in the school is the best avenue to citizenship. A system by which the children maintain their own discipline and look after the external affairs of the school life is the best means as yet devised for the training of the future citizen. It must be



THE MORRIS HIGH SCHOOL, REAR VIEW, NEW YORK.

not a mere duplication of the forms of city government, which may have no special application in the schoolroom, but an organic treatment of the school problems, such as one finds in the Gill School City in Philadelphia, or in the manual training high school of Toledo and the Masten Park high school of Buffalo. Equality in citizenship alone may be counted a faulty ideal as compared with the dreams of our forefathers, but if it be realized, it will be vastly more than we enjoy today, and will be the precursor of a fuller equality.

There remains to be considered the education for manhood and womanhood, or for fraternity. Several new departures in educational methods may be counted as allies in the pursuit of this goal. The development of the free library system during the past decade is among the most marvelous of American educational advances. Nearly every state in the union has its library commission. Most of them have had some experience in sending traveling libraries to remote rural districts, while the establishment of the free public library in the cities is almost universal. Massachusetts, the banner state, has reached that happy condition, under the direction of the library commission, where only four tiny communities, with an aggregate population of fewer than four thousand people, are without free library facilities. The administration of the library has kept pace with its numerical increase, until its pedagogical importance is second only to the public school, and its methods are usually superior because of the greater liberty possible in the library. Not the least of the contributions of the best public libraries to the diffusion of a fraternal sentiment is the growing coöperation between library and public school and museum, whereby the ablest educators of the community are uniting in the unification of the best public educational institutions in the service of the people.

The free lecture system of New York City is the most notable expression of an ideal akin to that of the use of public

libraries, namely, that education never ceases—that no diploma can serve as a certificate of a complete education. The enlightenment of the adult through the public school system is one of the demands of the hour, and is met better in New York City than anywhere else in the world. Beginning with 78,295 auditors at one hundred and eighty-five lectures in 1890-91 in Manhattan, the attendance at the four thousand free lectures given in Greater New York this last winter reached the astounding figures of 1,204,000. This last season also witnessed, in New York, a successful experiment in giving lectures to foreign populations in their native tongue, the subjects usually being in the field of American history. The spirit of fraternity ought certainly to be advanced when the American public schoolhouse is opened in the evening for the instruction of recent immigrants in the principles of American life, through the medium of a tongue familiar even to the unlettered.

Free lectures have also been given in Boston, Philadelphia, Chicago and elsewhere, the city of Milwaukee having made an enviable record in being the chief example outside of New York where public funds have been appropriated for the delivery of lectures in the schools, under the auspices of the board of education. These public school patrons are not merely hearers of instructive lectures or auditors at entertaining concerts or spectators at lantern exhibitions, they are adult citizens in process of education in the spirit of fraternity by attendance at the one meeting-place where the distinctions of native and foreigner, white and black, male and female, are unknown.

The well equipped schoolhouse of today is the best promise for the fraternal spirit of the future. The typical school building of the new period includes a great assembly hall, the best examples of which may be found in New York City, accessible on the ground floor, so that the children may gather there at the opening of school,

the parents' club or boys' or girls' club may meet there in the afternoon, and the open lectures may be given there in the evening. For the education of the children the schoolhouse is provided with classrooms (not for the separation and confinement of the children, but to stimulate activity and coöperation), laboratories, libraries and museum, toilet rooms, rooms for rest and recreation, gymnasias and lunch rooms. The building is made beautiful by landscape architect and decorator, the latest examples from St. Louis being two or three story buildings set on ground terraced above the street, surrounded by beautiful plants, and ornamented within by pictures, sculpture, vases and mural decorations. The schoolhouse becomes thus the center for the instruction, recreation and organization of young and old, and it has added to its internal equipment spacious grounds for purposes of recreation after school hours and on holidays, as well as during the school sessions.

The spirit of fraternity can nowhere be better cultivated than when people come together for a common purpose, without regard to political, religious, economic, social or other distinctions. This is accomplished today where public library buildings are used as meeting-places, and above all else in the use of the schoolhouse for free lectures, meetings of mothers' and parents' clubs, or as social centers. The value of education in the formation of character will be better appreciated by a population which is in the habit of visiting the schoolhouse, but fraternity will also be directly encouraged among those people who meet in this one place, in which there should be and commonly will be, no barriers. The schoolhouse may, in fact, become a neighborhood guild hall.

With the advanced democratic ideal of education there comes a higher appreciation of the work of the educator. The harmonious relationship of teacher and parent leads not only to a mutual understanding which is of benefit to the child, but enables the teacher to embrace the functions of friend

and citizen. This exaltation of the place of the public school-teacher in the furtherance of the ends of the state leads indirectly to a popular support of the demands for freer opportunities and greater remuneration. It also encourages the teachers themselves to effect organizations which may prove of value to the educational system in securing for the teacher just economic and social recognition, and in inspiring enlightened school boards and honest citizens to frustrate the designs of politicians, contractors and text-book companies.

When it is remembered that the average salary of the American public school-teacher is \$300 a year, and that each year new subjects of instruction are added to her burden, and that the work is still done in the majority of cases in ill-ventilated, badly-lighted, unadorned school buildings, to groups of children commonly twice as large as the most skilful teacher can manage, it is surprising that the citizen receives any education in democracy. When it is still further remembered that in the large cities many children find no provision made for them in the overcrowded schoolhouses, numbers of them are able to attend one session only, and for the others individual instruction adapted to their special needs is almost unknown, why do we wonder at the imperfections of the American public school system? Yet, when we sum up the progressive features which have been discussed in these pages, and realize that they are finding their way into most American communities and receive admirable expression in some of them, we marvel at the excellence of the American public school system. If the cost of improvements, better equipped buildings, enlarged curriculum, and well remunerated teachers, is to be met, it will best be done by the training of the taxpayer through the full utilization of the school properties we now have for the education and recreation of youth and adult as many hours and days and months in the year as possible. In Chicago twenty-five million dollars' worth of school properties were kept by the school board for strictly "school"

uses until by act of the last Illinois legislature the people were granted the use of their own. In New York, on the contrary, the public has enjoyed for several years the use of public school buildings by a more liberal interpretation of the meaning of democratic education.

Another educational advance of the last decade which stimulates the spirit of fraternity is the development of public recreation. The provision of public recreation is not only a recognition of the educational and hygienic value of play but is an expression of social responsibility. Every New York schoolhouse must now be equipped with a playground, the laws of New York State make the establishment of public baths obligatory on cities of the first-class and permissible to cities of the second-class, the newer public parks of Boston, New York, Chicago, St. Paul, Indianapolis and other cities are not merely forests and pasture lands but include playgrounds for children, open-air gymnasias, baths, boating, baseball, football, cricket and golf fields, tennis courts and other devices for free public amusement; hand concerts are given in the parks of the chief cities, and even in the winter concerts and organ recitals are given in Boston,

Pittsburg and elsewhere. There may seem to be only a remote connection between public baths, children's playgrounds and parks and the growth of fraternity, but, with the multiplication of common meeting-places, especially in those hours of leisure when economic distinctions are obliterated, there comes a freedom of opportunity for genuine human intercourse and mutual understanding which has not been provided in the past by other institutions.

The educational progress of the last decade has been in the direction of advancing the interests of an ideal which shall give to American youth a better preparation for occupation, citizenship and manhood. Under proper direction, with a conscious aim, the ideal may be at the same time attained of a riper democracy which shall mean liberty for the worker in production, equality for the citizen in government, and fraternity for man and woman in association.

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COTE BRILLIANTE SCHOOL, ST. LOUIS

The Arts and Crafts in American Education

PUBLIC SCHOOL ART SOCIETIES

BY RHO FISK ZUEBLIN



NEmpathic and characteristic phrases, which one still likes to recall, John Ruskin made the plea for art in the schoolroom. His argument included the beneficial effects of good color and beauty on the child, and also the large possibilities in enriching many studies through illustration. In response to this exhortation there was founded in London, in 1883, the Art for Schools Association, which undertook to provide, at small cost to schools, good photographs, reproductions of famous works of art, nature studies, and historical pictures. Through their influence were also produced the delightful series of Fitzroy prints designed, with charming color and simple lines, especially for schoolroom decoration by Heywood Sumner and Selwyn Image.

Following such leading, prefaced too by some earlier efforts in Salem and Boston, the Boston School Art League was founded in 1892. The work in Boston is interesting as the initial step in this country, and because of many features of its success. Several memorial rooms have been finely treated, the Boston Art Club uniting in decorating the Gilbert Stuart School; and one of the halls of the Horace Mann School being well decorated in the spirit of the Renaissance. In this early work in Boston are

associated the names of Mr. Ross Turner and Mr. Walter Gilman Page by their generous aid and gifted direction. New England cities have followed quickly and creditably, the high school at Medford being a worthy example. There has been zeal and discretion in much western work too; Indianapolis, Chicago, Milwaukee, Aurora, St. Louis and Denver all having contributed to the adornment of their local schools.

In the main, the methods and accomplishments have been similar. The effort has been either through permanent gifts or loan collections of a high standard, to create a lasting demand for beautiful surroundings in the schoolhouse. Thus, sometimes, through the placing of one good picture the school has discovered its own need and right to decorate its walls; or after the presence in a building of a fine loan collection for many months, on its removal patrons and principal have bestirred themselves to fill the empty spaces. In St. Louis the society, I understand, has already handed over its entire collection of pictures to the school board. In Chicago the society has decided to concentrate its efforts for the sake of more permanent help and influence. They brought all their powers to the fitting decoration throughout of the John B. Drake School on the South Side, and having made this a successful example of what they want to do,

This is the second of a series of nine articles on "Arts and Crafts in American Education." The full list, in *The Chautauquan*, from September, 1903, to May, 1904, is as follows:

The Relation of Art to Work, John Quincy Adams (September).

Public School Art Societies, Rho Fisk Zueblin (October).

School Gardens, Mrs. Herman J. Hall (November).

The Place of Handicraft in Education, Katherine Elizabeth Dopp (December).

Crafts in Elementary Schools (January).

Crafts in Secondary Schools, Abby Morlatt (February).

Crafts in Technical Schools, Henry McBride (March).

Art Training for Citizenship, Rho Fisk Zueblin (April).

The Social Significance of Education in the Craft, Jane Addams (May).

their plan is next to decorate a new West Side building, the McKinley School, with the intention of completing this scheme, by treating similarly a North Side school.

Several such societies and a few art firms handling photographs and casts have prepared, through competent committees, lists of pictures and statuary suitable for schoolroom decoration, lists which are classified in a helpful and suggestive way. Three firms which have aided the work by commercial methods, but in an educational spirit, have been the Prang Educational Company, the Soule Art Company and P. P. Caproni & Brother.

There has also been done some individual and permanent work. The Engle-

the most satisfactory of these are Mrs. Perkin's "King Arthur," which, by its size and fine lights, carries great decorative effect, and Miss Ostertag's "Washington," which has delightful color and much life.

All this work and effort has been based upon two beliefs, the knowledge of the need of the child and the great possibility of alloying art helpfully with the child's studies. Experience and thought have evolved certain principles relating to both these features, which have found repeated expression in the literature that has grown up on the subject, given chiefly in society and educational reports and convention addresses. The bibliography given at the end of this paper will be found quite complete regarding both

the historical and critical contributions to the subject, if attention is given to the many lists and references that are included in the pages of the writings mentioned.

The child has both physical and psychological need of beautiful surroundings. Proper tinting of school walls is necessary for the safety of his eyes quite as much as to make effective background for pictures. The light effects in the room suggest the more somber or more

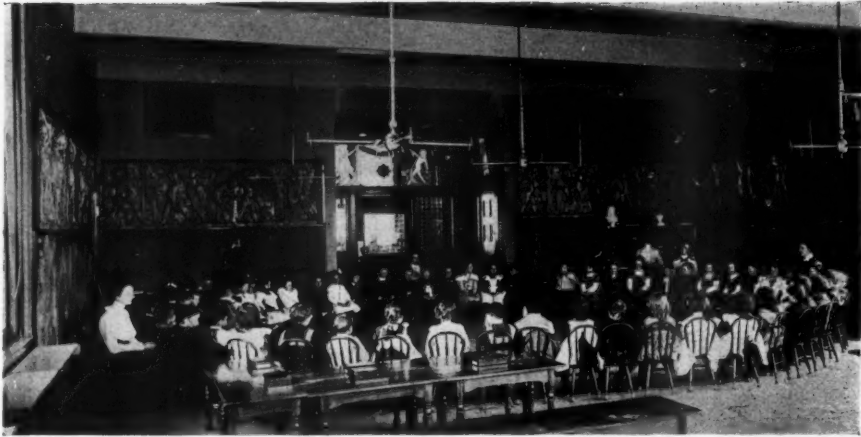


MEMORIAL ROOM, HORACE MANN SCHOOL, NEWBERRY ST., BOSTON

wood High School, of Chicago, is to possess a mural decoration painted by an Illinois artist, of six lunettes representing different phases of "Work," two of which are now finished. In St. Louis the kindergarten of the Sherman School possesses a delightful frieze picturing children's games, done by a local artist; while Indianapolis has a fine mural painting over the stage of the manual training high school. All these have been made possible simply through local pride and effort. Colored prints have been designed which are suitable for the uses of school decoration by Lucy Fitch Perkins and Blanche Ostertag. Perhaps

cheerful tones in wall color, making a room quieting for the nerves and yet pleasant enough to produce contentment and to prompt alertness. Color treatment includes the problems of walls, shades, chalk boards, woodwork, and wall registers. Refinement in environment has been proved to rank high in disciplinary value, and shows sharply the reaction of what is lovely upon conduct, till "good form" has interrelated human and material meaning.

That the decoration should be in the hands of a judicious committee is a serious demand, the pictures perfecting the balance and harmony of the room,



KINDERGARTEN, FIELD SCHOOL, ST. LOUIS

never crowding it to the point of distraction. The choice of pictures should be carefully made, relating them to the age and interests and capacity of the child, and making any given room logical in the message of its walls. In many cases the decoration has also been well considered, allying it to the work of the room or grade, so that history, nature study, literature and science find delightful illustration. In the Seventh District School, Milwaukee, there are two particularly good examples of this: One, a geography room, in which a delightful print of Dakota wheat fields yields place of honor to a magnificent colored photograph of the Garden of the Gods, giving graphic and beautiful pictures of various types of the earth's beauty; while in the other room architecture has been finely treated by clear sequences and groupings of plaster columns and choice pictures.

There is a tendency to over-emphasize the illustrative character and possibilities in pictures, which results in the unity and beauty of the room being sacrificed to over-ornamentation and restless devices. This may be modified by the good use of portfolios, to be opened and used on occasion, or by little temporary galleries, where, through green canvas backgrounds, changes are easily made from day to day.

This voluntary work chiefly of club women, uniting with them the children and

the teachers, is making more earnest and apparent the demand and longing for worthy school buildings, prompting organic schemes of decoration. The school architect has a great problem on his hands, and gifted with genius and a sense of his social responsibility, with honest and possible relations to an intelligent and appreciative school board (very likely pushed to its proper place by a reinforcing Public School Art Society), we shall soon have many fine school buildings, fit to be what they are prophesied to become, our "modern guild halls." For work of this type the public school architects, Mr. C. B. J. Snyder, of New York, and Mr. W. B. Ittner, of St. Louis, may be thought of with encouragement.

The importance of all this endeavor and this search to bring beauty out of its hiding places is related to the health and happiness of the child and to the welfare and prosperity of the people. This is easily understood in its bolder and more evident bearings, but the subtler effects have no less significance. Regarding the child, Alice Freeman Palmer bore this testimony: "Last Christmas vacation a crowded schoolroom in a tenement house section was taken by a little company of women, disinfected and thoroughly cleaned. The room was painted a soft red, and on the wall, in front of the children's desks, two good

pictures were hung, large enough for all the sixty pairs of eyes to see, and over the teacher's desk, between the pictures, was placed a caste of the marvelous Greek horsemen from the Parthenon frieze. The little children, eight to ten, came wonderingly back to their new room. They could not work the first day, for the surprise and joy of it; so their teacher told them to write her a letter, to tell her how they liked it. 'Dear Teacher,' wrote the first, 'I promise you never to stick pins into Johnny any more;' and another boy said, 'I won't play hooky again, never all the year.' A little girl wrote, 'I'll ask my mother to let me wear my good dress tomorrow.' While regarding the public interests,

Edwin D. Mead asserts, "If we can once give beauty its rights in the school, we shall have done the greatest thing which we can do towards securing for our people a more beautiful public life."

Quite a number of school decorating societies are in active operation throughout the country, the stronger and betterment ones being located in the following cities: New York, Brooklyn, Baltimore, Chicago, Denver, St. Louis, Boston, Cleveland, Albany, Minneapolis, St. Paul and Milwaukee.

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N a t u r e S t u d y

THE RIPENED CORN—THE WAYS OF THE ANT

BY ANNA BOTSFORD COMSTOCK

Cornell University Bureau of Nature Study.



EVERY boy and girl living on a farm in New York State twenty-five years or more ago, has in memory a picture like this: A stubby hillside field, beset with russet shocks of corn and constellations of orange pumpkins, whence might be seen wide valleys filled with purple haze and far hills bedecked with autumn tapestries woven about emerald patches of new wheat.

To such a field after the laggard sun had changed the hoar frost to dew would they hasten of an October morning to begin the corn husking. The enthusiastic youngster, who had an eye to artistic unity in the situation, invariably selected a pumpkin for his seat, scorning his more sordid fellows

who had brought milking stools from the barn, when nature had placed so many golden thrones at their disposal. Too soon a discovery was made about this that applies as well to other thrones, it proved an uneasy seat, and was abandoned for a sofa constructed of corn-stalks. Here, leaning back with a full sense of luxury listening to the rustle of the dry leaves and husks and the monotonous song of the cricket, enlivened now and then by the lazy call of the crow from the hemlocks on the hill, the sweet note of the belated meadowlark from the valley, or the excited bark of the dog as he chased a squirrel along the fence, the busy husker passed the happy day. On either side of him were evidence of his prowess.

This is the first of the Home Nature-Study Lessons for Parents and Teachers prepared by the Cornell University Bureau of Nature Study, which will be reproduced by permission each month in *The Chautauquan*, on the subjects of the Chautauqua-Cornell Junior Naturalist Club lessons of the corresponding month published in "Pets and Animals."



"WHEN THE YELLOW'S ON THE PUMPKIN AND THE CORN IS IN THE SHOCK"

On the right stood great disheveled stooks of corn-stalks bereft of their pockets of gold; on the left lay in a heap the shining yellow ears, ready to be measured in the waiting bushel basket; in front was always a little pile of noble ears with some of the husks still attached, the seed corn. Proud was the boy when he had learned to select successfully "the ear of good length, cylindrical rather than pointed, the cob firm and well filled from butt to tip, with grains uniformly large, of good color and in regular rows that showed no space between."

As "chore time" approached, came the wagon afield to gather the harvest of ears and take them to the cribs, where their gold gleaming between the boards gave comfortable assurance of peace and plenty. The ears of the seed corn were braided together by their husks, by the skilled hand of the farmer, who could make a braid two or three feet long, strong enough to hold the weight of the ears that hung a heavy fringe along each side; this braid when completed was tied with a bit of soft, tow twine, long saved for the purpose, and then was hung upon hooks on the granary walls. There, until spring, waited the elect of the cornfield

holding in perfect kernels all the future corn wealth of that farm.

From the first day's husking a bushel of ears was reserved from the crib, and was spread on a chamber floor to dry quickly; later this was taken to the mill and ground into samp, one of the prized luxuries of the autumn bill of fare. Other corn was ground into finer meal for the delicious johnny-cake and Indian bread, the latter reaching fullest perfection when baked in a brick oven.

To the tenants of the farm barns the corn meant even more than to those in the farmhouse. In August the cattle in dry pastures cast longing eyes and expressive "moo-oos" toward the pale green leaves and waving tassels of the sowed corn, and great was their joy the first day they tasted this delicacy; in November, they munched the dry leaves of the planted crop, leaving in the barnyard an angular patterned carpet of bare, hard stalks. In winter the corn meal, in proper proportions, made for them a food that kept them warm despite the cold winds that clutched at them through crevices with fingers of drifted snow. And no less dependent on this important crop were the

denizens of the fold, of the sty and the chickenyard.

The old-time harvesting and husking are passing from the New York farm of today. The sickle hangs rusting with the scythe and cradle on the walls of the old barn. The granary is no longer frescoed with braids of shining ears, for the seed corn is now bought by the bushel from the seedsmen. The corn harvester has dissolved partnership between corn and pumpkins, and lays low each day acres of stalks that will never be gathered into russet stooks. The click of the harvester and the whirr of the ensilage cutter play an accompaniment to the corn harvest now and drown the song of bird and cricket. How often, alas! do we lose something of picturesqueness when we gain the advantages of modern improvements. Let us be thankful, however, that the corn harvester and the silo make practicable the ever-widening fields of ripening corn which gladden our sight today.

Although there is but one species of corn recognized (*Zea Mays*), there have been an endless number of varieties developed from it. Seven hundred and seventy of these were sufficiently distinct to be recognized when the Department of Agriculture began its work of classifying the varieties. The importance of the corn crop to this country and to others is almost incalculable. Last year the United States produced more than two and a half billion bushels, and the export price was sixty cents per bushel. When the corn crop fails, every man, rich or poor, in America suffers from it and every business is affected by it. Though the man working in the cornfield may think only of his own crop, yet he is the man that is helping maintain the prosperity of our country. He is working for us all, and all honor be to him.

THE WAYS OF THE ANT

For many years ants have been recognized as among the most interesting of the little animals that people our land. However, not

until recently have we begun to understand, even in a small measure, their economic importance and the part they play in maintaining the balance in insect life. Therefore this year we shall give a few studies of ants and their ways; and as a knowledge of their habits is necessary to begin with, we will take up the ant-nest first.

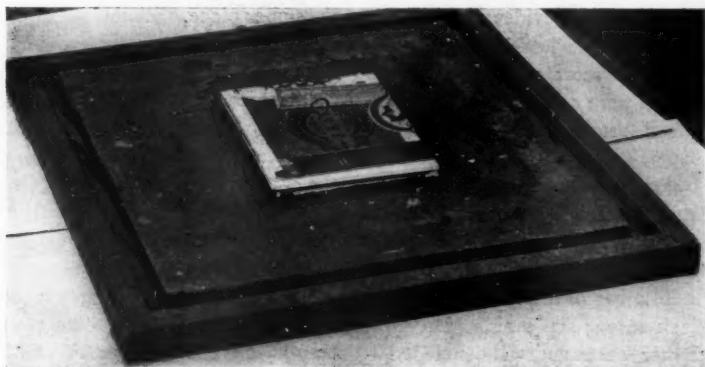
Two panes of glass laid flat one on the other with a space between of one-eighth of an inch or less, these covered with a piece of dark paper or wood to keep out the light and placed on something that can be surrounded by water; a bit of blotting paper two inches square, dampened and placed at one end of the glass chamber—these are all the materials and the art necessary for the construction of a perfectly equipped ant-nest.

Once we wished to make an ant-nest hurriedly, and this is the way we did it: We took an agate wash-basin, as this would not rust, and filled it half full of water; in this we made an island, by placing in it a three-pint agate basin turned bottom side up. We took two discarded negatives, size four by five inches, and cleaned off the films; then we placed one of the pieces of glass on the basin-island, took the stumps of four burnt matches and placed one on each side of this glass near its edge; then we placed the other piece of glass on top, letting it rest on the matches so as to make a chamber just high enough for the ants to live in comfort-



ANT-NEST

Placed upon a basin inverted in a wash-basin of water, an improvised moat to prevent the ants from escaping.



ANT-NEST

Placed on a square piece of plank; the latter has a groove near the edge filled with water to prevent the ants from escaping.

ably. This done, we took the cover of a cigar box and cut it down to the size of the negatives, put a screw eye in the center to lift it by and placed it on top of the upper glass so as to make the chamber below quite dark.

Then we took a trowel and fruit can, and went after some inhabitants for our island. We went to an open pasture and turned over stones until we found beneath one a heap of yellowish grain-like pupæ and little translucent whitish bodies, which we knew were larvæ, all being cared for by swarms of worker ants. One of us pushed the trowel beneath, taking up dirt and all, while the other held the can open, into which the trowel was emptied. We hastened back and as gently as possible, taking care to hurt none of our little captives, we placed the contents of the can on the top of the nest.

As the first thought of an ant is never for its own safety, but for the safety of its infant sisters, the little workers began to hunt for a safe and dark place in which to stow away their charges. In running about they soon discovered the space between the two pieces of glass, and in a few hours the young ones were moved into the new quarters. Then we cleaned away the earth on top of the nest, and by lifting the cover we were able to see all that was going on within. The water in the wash-basin prevented any of our uneasy captives from escaping, as these little

people, so clever in most things, have never yet mastered the art of swimming.

I have an ant-nest on my table as I write. Instead of matches to keep the two pieces of glass apart, I have a narrow strip of cotton flannel glued around the edge of the glass floor except for two little doors at the opposite corners; there is a narrow strip of the cloth partitioning the chamber into two rooms with a door at one end. One room I left empty and in the other I placed a bit of blotting paper which I keep damp by occasionally adding a few drops of water. The nest is placed upon a piece of plank eighteen inches square; around the plank near the edge is a groove, about an inch deep, made with a chisel and kept full of water; so that my ants have a castle with a moat. It was necessary to paint this bit of plank thoroughly, above and below, to keep it from warping.

The ants in my nest, I found on a hill-side beneath a stone. They are brownish with yellowish legs, and a little less than a quarter of an inch in length. They were stupid at first and would not discover the chamber prepared for them, but persisted in hiding their young under bits of earth which were brought in with them. So I made a scoop of a sheet of writing paper and with it placed a heap of the young, with a few of the nurses, in the empty chamber, then put on the glass ceiling and cover and left them. In a few hours the whole colony had moved

into this chamber; but evidently it was not humid enough for the health of the young and by the next morning the pupæ and larvæ and eggs were all in the other chamber, arranged around the edges of the blotting paper.

What I have seen of interest in this nest on my table would fill a small volume, if written out in detail. Just now a worker approached a pupa, that appears through the lens like a little bag of meal tied at one end with a black string; she examined it carefully with her antennæ and concluded it needed to be moved, though it is as large as she, picked it up in her jaws and carried it to a position which she regarded as more favorable. Then she approached a larva which looks like a little crook-neck squash, inquired as to its needs with her antennæ and then cleaned it with her tongue, as a cat licks a kitten, and fed it. Her next duty was to pick up a whole bunch of little white oblong eggs and scurry off with them to get them out of the light. Then she stopped to help another worker to straighten out the soft legs and antennæ of a pale, new sister that was just emerging from the pupa skin. By the time I had seen as much as this, I felt it my duty to replace the cover, as the light greatly disturbs the little captives. It is said that if a yellow glass be used for

the upper piece, the ants feel that they are in darkness, and their actions may be watched constantly, without disturbing them in the least.

For a permanent nest, it is necessary to obtain a queen which lays all the eggs for the colony. She may be recognized by her larger size and may sometimes be found in the nest under the stones. However, it is so difficult to obtain a queen that I more often bring in the young and the workers; the latter will be content as long as they have the babies to feed and bring up; when finally this is accomplished, I usually take my colony back to its nest in the field, where it is made most welcome. This may seem sentimental, but after you have watched these little people working so hard and taking such devoted care of their baby sisters and doing so many wise things in their home, you will be loath to let the tiny creatures die of discouragement because they have nothing else to do, and you will be still more loath to let them loose to scatter bewildered and helpless over a strange earth. However, I have to be very careful and mark the nest to which they belong, for if I should put them near another colony, my poor captives soon die inglorious deaths.

Foods, which we provide for the ants in



INTERIOR OF ANT-NEST

Looking down into my ant-nest through the glass roof from which the cover has been removed. The white around the edges and through the middle are strips of canton flannel which act as walls and partition. The doors may be seen at the lower left and upper right-hand corners. The picture of the eagle is on a bit of blotting paper, kept moist so as to keep one room humid. Heaps of ant pupæ may be seen in both chambers.

captivity, should be varied and should be put on the island, rather than in the nest, as we may thus be able to better clean away the refuse. Crackers or bread soaked in sweetened water, sponge cake, berry jam, sugar, bits of raw meat, yolks of hard-boiled eggs crushed, freshly killed insects or earth-worms, all may prove acceptable to our little prisoners. Their food may be soft but should not be in a fluid state.

CHAUTAUQUA NATURE STUDY PLANS

The above material is the first of the Cornell teachers' leaflets which, during the ensuing months will be regularly published in *THE CHAUTAUQUAN*. These lessons are prepared by Mrs. Anna B. Comstock, and will give practical suggestions for conducting nature study lessons in school and home. We feel that this feature will be helpful in increasing an interest in the Chautauqua Junior Naturalist Clubs.

There are 17,000 Junior Naturalists organized in 261 clubs scattered throughout 41 states. It is a very encouraging beginning, and we hope that the parents and teachers who have done the pioneer work in promoting an interest in nature study will help to increase the constituency.

Although we publish the children's letters in *Pets and Animals*, we shall occasionally issue a few in the pages of *THE CHAUTAUQUAN*, so that the teachers may see what the children are actually doing. We make an effort to have "Uncle John" seem to the young people a real uncle, and their letters to him will give a better idea of the nature of the work than anything we can say.

Any inquiries that the teachers feel it necessary to make will be cheerfully answered if stamps are enclosed.

Following are the suggestive questions accompanying the leaflet material:

QUESTIONS ON THE RIPENED CORN

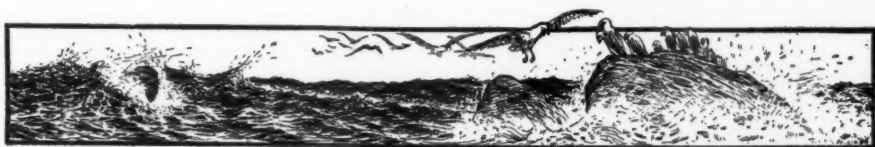
1. Is the corn crop in your vicinity good this year?
2. What affected it, beneficially or otherwise?
3. How many ears of corn are there usually on a mature stalk?
4. Are they on the same side of the stalk, or how are they arranged?
5. How many kinds of corn do you know?
6. Describe an average ear of each in the following particulars: Shape and color of kernel; number of rows of kernels on the cob; number of kernels in row; length of cob; are the rows in distinct pairs? Do any of the rows disappear near the tip, if so, how many?
7. Study a cob with no corn on it. Are the kernel-sockets of adjacent rows opposite to each other or alternate?
8. Cut a kernel of popcorn and a kernel of field corn across and compare the texture of the two. What has this texture to do with causing the kernels to "pop?"
9. How many foods do you know made from the grain of the corn?
10. How many products do you know made from the stalks of the corn?
11. Do you know of any part of the corn that is used in constructing battleships?
12. What is the corn crop of New York? State worth in dollars per year. (See United States Census Bulletin, No. 179.)
13. How many bushels of shelled corn is usually produced on an acre of well-cultivated land?
14. Could the corn plant itself without the agency of man?

If you are able to draw, please make a sketch of a kernel of sweet corn and a kernel of field corn. Break the ear of corn in two and sketch the broken end, showing shape of the cob and its relation to the kernels.

QUESTIONS ON THE WAYS OF THE ANT

If you have not made an ant-nest and observed the ant as indicated, make some field observations. These may be made with the naked eye or with a tripod lens, which costs about thirty-five cents.

1. Have you ever seen an ant-hill? If so, describe it.
2. Do all ants build mound nests?
3. In what situations have you found ant-nests?
4. How many kinds of ants do you know?
5. Have you ever seen winged ants? If so, describe the experience.
6. What is the reason for a winged form of ants?
7. Have you observed ants meet and converse with each other? If so, how did they do it?
8. Have you seen the ants carrying their young? If so, how do they do it?
9. If you have made an ant-nest, tell what you have seen going on within it.
10. Tell any experiences you have had with ants, that show their courage, energy or cleverness.



Survey of Civic Betterment

SCHOOL INSTRUCTION IN MUNICIPAL GOVERNMENT

The National Municipal League has appointed a Committee on Instruction in Municipal Government in American Educational Institutions, with City Superintendent William H. Maxwell, of New York City, as chairman. This is a continuation of the League's effort to devise practical methods for giving needed instruction in city affairs. A similar committee under President Drown, of Lehigh University, did a most substantial piece of work for instruction in colleges, and now this committee will take up the question of giving the children in the high and elementary schools needed instruction on municipal questions. The chairman, Dr. Maxwell, is perhaps the foremost city superintendent in the country at the present time, and has had wide experience in educational matters. In speaking of the work of the committee, Chairman Maxwell said:

"It is admitted so generally that children in the schools should be taught something about the government of the city in which they live, that the statement practically is a truism. Unfortunately, however, like many of these patriotic generalities, to the effect that love of country should be inculcated in the young, this truism also is couched in most abstract terms. Little or nothing is said as to practical ways and means of teaching these things. It is just here that the committee thinks its work begins. It must take these patriotic utterances and civic truisms and make from them practical suggestive courses of study for the use of teachers, the benefit of the children, and the advantage of the municipality. The committee hopes to be able to say to the teacher: 'Teach the child this thing and that thing and another thing about the city, and preferably in this way which is judged to be the best to make an interested and worthy junior citizen.' This, I think, will be a welcome substitute for the glittering generalities ordinarily promulgated for the guidance of instructors.

"It is not the intention of the committee, however, to predicate that excellent instruction along this line is not given in any city. In fact, in many places the schools doubtless are doing fairly adequate work in this direction. One of the first actions of the committee, therefore, will be to collect information with regard to instruction in these branches in all of the more important cities. A questionnaire covering the major points of investigation will be prepared and sent to school officers. Their answers to the questions then will be collated and digested. In this way the committee hopes to be able to give to every school system whatever is best in the experience of many cities."



GOLD MEDAL FOR "SCHOOL CITY"

The Franklin Institute has awarded the Elliott Cresson gold medal—one of the highest gifts with in its control—to Wilson L. Gill, in recognition of the excellence of his "School City" system. In less than six weeks last term Mr. Gill organized

nineteen school cities in the Philadelphia schools, making the total number twenty-two.

It is the purpose of the board of education to have the system extended to every part of the city. Mr. Gill thus indicates its purpose:

"The weakest part in our American system of government is the municipality. For that reason it seems best to strengthen the rising generation most particularly in the municipal citizenship. To that end we organize a school as if it were an American city. Each child is a citizen, each room a ward. A city council, mayor, judge, and other officers are elected by the children. They make their own laws and enforce them as citizens and officers."—*City and State, Philadelphia.*



PARK NEEDS OF THE INDUSTRIAL CITY

No two communities demand exactly the same system of parks, and the differences must be recognized if the parks are to serve their true purpose. No person is more competent to speak with authority on this point than Mr. G. A. Parker, chairman of the Park Census Committee of the American Park and Outdoor Art Association and the Park Section Council of the American League for Civic Improvement. Mr. Parker's annual report pointed out that the industrial city is very new to the world and that its peculiar park requirements have not yet been met. He said in part:

"There are seventy-eight cities of over 50,000 population in the United States. At least thirty of them might be classed as industrial cities, of which Allegheny, Scranton, Lowell, Fall River and Elizabeth are types. It will be found that the stronger a city is industrially the weaker it is in parks. Take the list of one hundred and thirty-five cities of over 30,000 population and mark those whose industrial interests outrank any other one interest and you will find that every city so marked is either deficient or entirely destitute of parks.

"If now you take the list of cities which have a park or a system of parks, which they are proud of and which is recognized as being good, and you will find every one of these cities has some one or more of the old functions of a city outranking the new industrial factor.

"From these facts I believe it is reasonable to assume that either the workman does not need parks at all or else the park that he does need has not been discovered. Now I believe that if there is any city which needs parks and public grounds, it is the industrial city, but I also believe that the park which is needed there has not yet been built.

"An atrophied, monotonous life is that of the ordinary workman, and also of his wife. If I escaped in any degree the stupidity of the shop, it was because I was intent on going to college, and had to prepare myself while earning the money to go with, and had to study morning, noon, evening and—well, I did not always go to church on Sunday.

"I believe with all my heart and soul in the naturalistic park and the beauty, restfulness and inspiration which it gives to every one who passes within its borders. I do not believe it is much help to the workman, and his family but seldom goes there, many never do. What, then, would I suggest for a park for an industrial city? I have in mind a system of parks, one of which should be a large country park, but I would not build it first. To begin with I would have parks, of from three to ten acres, located near the homes of the workingmen, open every day in the year, and every hour in the day and evening. I would have playgrounds for the children, lots of shade and if possible grass, where his wife and friends could sit during the summer afternoons. I would have lots of seats and tables, and a superabundance of light so that the workingman, after his day's work, would find a pleasant place during the evening hours, one in which if he desired he could take his evening meal. I would have as many bright flowers as circumstances would permit, but none or few shrubs. I would have a stadium where contests could take place, and an outdoor and indoor gymnasium. I would have a shelter with an abundance of room and light and heat for rainy evenings, and for the winter. I would have band concerts, and would have him arrange for himself lecture courses, debating clubs, theatricals, concerts and parties, and there are lots of things he would do for himself if he had the opportunity, but remember he is an independent person, does not like to receive a service from another without giving equivalent service in return. The one thing he does not need, and ought not to endure, is paternalism, but he does need and is willing to pay for a communism, if the city will provide the way in which it can be brought about."



HOME LIBRARY EXPERIENCES

The experience of a branch of the Pratt Institute (Brooklyn) Neighborhood Association with a unique plan of conducting home libraries is exceedingly suggestive. The "Library Chapter" of the association now owns about three hundred books for children and the way in which they are used is thus described:

"Our home libraries were five in number last year. They were in parts of the city that the Brooklyn Public Library has not reached as yet. We found three homes by the help of settlement workers and met the children once a week, to give them their books, talk, read and play games with them. To each home we sent from twenty-five to thirty books, and the visitors, two to each home library from the Pratt Institute Library Training Class, gave out one book a week to each child. We have found it best to limit the membership in each library to twelve or fourteen, and to make the library one for girls or boys.

"Last year in one of the home libraries the visitors interested the children in birds by talks and books and a visit to a near-by museum to see the birds. This club was in an Italian district and the children were most appreciative."

We are privileged to quote from a report by two visitors concerning the actual workings of one of these home libraries:

"We started our home library work in January. The place was selected by the head worker of the

Ridgewood Settlement House. It is in a German neighborhood, thronged with children. We met at Mrs. ———. She lives on the third floor of a tenement house. Her four rooms contained four windows, two in the parlor, which was seldom used except when we met there, and two in the kitchen. The bedrooms, which were between these, were absolutely without light or means of ventilation. The halls we went through to get to this flat were the darkest places I was ever in or ever dreamed of. We always took as deep a breath as we could before we left the street, because we felt as though we weren't going to get any more air till we left. We were specially interested in the surroundings of the people we met there, because at that time there was great agitation over the changes proposed in the tenement house law. I am sure we were never skeptical of the truth about the tenements that we heard at public meetings after our experience at Ridgewood.

"The ———s are tailors, and both Mr. and Mrs. ——— sewed on men's suits. Their sewing machine was in the kitchen, and the floor was generally strewn with cuttings. The room would have been none too large for just the ordinary kitchen uses. When one considers that this family of six just about lived there and also kept a dog and four or five large cages of canaries there besides, it is no wonder that the place was decidedly crowded and unattractive. Mrs. ——— sewed most of the day, and had little time for taking care of the house, so it looked untidy.

"I called at the houses of the other children of our home library later in the season and was happily surprised to find that without exception, they came from neat, comfortable and home-like homes. They were evidently all thrifty though poor, and the glimpses into these childrens' homes are among the pleasantest memories of our work there.

"Our home library started by being rather a family affair. It consisted of the ——— boys and some cousins. Then the eldest boy invited some other children in the house to join and we soon had sixteen members. We early discovered that it would have been much easier to have had either boys or girls only and those of somewhere near the same age. But we had a motley gathering of boys and girls from seven to fourteen. The boys liked games and books that the girls did not care for, and vice versa. We spent the hour from four to five on Wednesday with them. The first part of the time we played games. The last part of the hour we told stories and read to them. We would have liked to have the stories oftener because the children always enjoyed them more, but we really did not have time to become sufficiently familiar with the stories to tell them.

"The boys were very fond of athletics and belonged to the Ridgewood Settlement gymnasium classes. It took us some time to learn that they meant gymnasium when they spoke of their 'turning school.'

"The last thing before they went home they selected their books. The boys were fond of history. They were especially fond of 'Columbus' and 'Stories of Colonial Children.' Some of them read the books aloud to their fathers. Most of the boys were rough and rude, and did not care for reading. The girls were quite different; they often came early and spent the time before we arrived in reading.

"All the children seemed to enjoy the meetings. The girls always waited on the street corners with us till our car came; and the boys would run along beside the car for several blocks waving their hands and shouting good-byes to us.

"Mrs. ——— was always very pleasant and

thoughtful of us. She was not at all well or strong and had to work so hard. It was specially kind of her under the circumstances to open her house to us. During the cold weather it was necessary to build a fire in the front room on purpose for us, and it was quite a tax on our hosts, as work was very slack at that time. We suggested to the people at the settlement that we might be allowed to pay for the fuel, but they thought it would not be best.

"We found our home library work very interesting and we certainly learned more than the children did. Our only regret was that our time was so limited that we did not do as much as we would have liked to do. I suppose that is the way with everything that is worth while. They are certainly the kind of children who ought to have the privileges of home libraries. The girls were sweet and lovable, and although the older boys were rough and rude and showed the influences of the street, they had their manly qualities and good traits not far below the surface. How could one expect them to be different?"



ENTERPRISING IMPROVEMENT IN SHREVEPORT, LA.

Six months ago a branch of the American League for Civic Improvement was organized in Shreveport, Louisiana, which has made a notable record in a short time. The Shreveport league began with two hundred and fifty members, including both men and women. Mrs. Foster-Comegys, a daughter of the late James M. Foster who was one of the foremost political leaders of the state, had organized the first woman's club in Northern Louisiana, and became the president of the League.

Shreveport is a thriving community of 25,000 population, which, like many others, has been too busy with money-making to give much attention to public beauty or good sanitation. The first task confronting the league was to arouse the municipality from this indifference. For this the impetus was furnished by literature of the American League for Civic Improvement. During the winter months, this literature was thoroughly distributed, and the various standing committees were organized. Committees were appointed for public parks, the river front, streets and alleys, railroad grounds, tree-planting, etc., as well as the usual committees on entertainment, press, etc. Vice-presidents were appointed for each of the eight wards, two in each ward. These vice-presidents, as soon as spring came, made a thorough personal canvass of the ward, going to each house with suggestions for the improvement of the lawn and yard, and for the sanitation of the household. The result was the best spring house-cleaning Shreveport has ever known. Prizes were offered for the best kept lawns and yards, which still further stimulated the interest of the people, who coöperated eagerly with the league.

"Very notable was the interest on the part of the negroes," says Mrs. Foster-Comegys. "The various 'bottoms' or sections of the city in which the negroes live have always been unsightly and

unsanitary. Our committees at once visited the colored clergymen and the editor of the only newspaper for negroes published in Shreveport. These at once gave us their hearty support, and encouraged and assisted us in our work among their people. The result was that in a short time these unsanitary districts were wonderfully cleaned up and beautified."

The municipal council and the board of health have been coöperating with the league in its work. First the court house square was cleaned up and planted with trees and flowers. The aspect is now very different. The city put at the disposal of the league a large number of extra wagons for street cleaning. Regular days have been appointed for the visits of the wagons in particular localities, and the residents know just when to expect the wagons and are ready with rubbish. The mayor and members of the municipal boards attended sessions of the league, and have evinced the greatest interest in its commendable work. The merchants and business men have provided funds unstintingly, and the league has not lacked for funds.

It is believed that sufficient public sentiment has rallied to the support of the league to secure an appropriation for a public park next year, which is sorely needed. The people of Shreveport are thoroughly awake to the importance of the work, and will doubtless carry it on with maintained energy.



There is an inviting field for what is called "investment-philanthropy," which means public spirit and business enterprise governed by conscience and directed for the benefit to those to whom the community owes a helping hand. It is not charity that is most needed, but justice. No class of persons in a Christian community should be compelled to pay a rental of ten per cent and upwards for housing which means physical and moral degradation, when by a little organization on our part they can get better accommodations as cheap, and give us more for our investment than we can get from bonds or savings banks.—*Daniel Dorchester.*



WOMAN'S WORK IN MAINE

The Maine Federation of Women's Clubs appointed a committee this year for civic improvement work, as a new department of activity. Among the recommendations are noted monthly meetings for the discussion of civic improvement topics, and a suggestion that men be invited to become advisory or associate members. A suggestive list of topics was furnished to the clubs, including arbor day recognition, art in public schools, artistic home painting, beautifying school grounds, better streets and roadways, children's improvement associations or school improvement leagues, care and utility of vacant lots, educational excursions for children, floral exhibitions, home gardening associations, importance of tree culture

and preservation, increased attractiveness of farm life, lectures on civic improvement and nature topics, playgrounds, parks, public squares, preservation of natural features, pleasing church exteriors and surroundings, public stations of comfort, pernicious advertising, pure drinking water, railroad stations and their surroundings (the city gateway), rural libraries and reading clubs, study of public health and civic beauty, school gardens, the smoke nuisance and traveling libraries. The executive board of the Maine Federation enrolled as members of the American League for Civic Improvement, in order to keep in touch with the general progress of the civic improvement movement.



ARKANSAS IMPROVEMENTS

The report of the Civic Improvement Committee of the Arkansas Federation of Women's clubs for the year shows special emphasis upon the improvement of schoolhouses and surroundings:

"Having received in reply to our request the names of over twenty-five members interested in civic improvement work, we enrolled them as members of the American League for Civic Improvement. We also sent the same list of names to the *Youth's Companion*, at Boston. From the League we obtain advice and valuable literature at nominal cost. From the *Youth's Companion* we obtain, gratis, most interesting literature on the subject of schoolhouses and grounds.

"Arbor Day was celebrated in over twenty-five towns. Twenty-five seedlings were obtained from the National Bureau of Agriculture and this led to voluntary tree-planting by others. Vegetable seeds were obtained from the Horticultural Bureau for boys, and other seeds and plants for window gardening by the girls were from Springfield, Ohio.

"The reform school is a certainty. Two pieces of ground in Hot Springs have been offered for the building. The stock law is also an established fact; hence the cow and the pig can no longer be championed by the unpatriotic councilman. Our legislative committee has gloriously won a library law, which we think is an opening wedge to something better, hence a new era awaits our people."

A vigorous campaign for Junior Civic Improvement Leagues is urged by the committee: Sarah A. Ellsworth, Hot Springs; Mrs. C. E. Rasbury, Vincent; Mrs. T. T. Cotman, Little Rock. The committee further recommends excursions to the St. Louis Exposition for study of "the model city" exhibition.



FEDERATION OF IMPROVEMENT CLUBS

The Federation of Women's Improvement Clubs of Yolo County, California, seven in number, reports:

"At a recent meeting the Vacaville Club reported improvement of the cemetery and high school grounds. Woodland, \$601 in the treasury towards a public park. Auburn, the transfor-

mation of a barren tract of land with a public park lighted with electricity. Rumsey has raised \$450 for a hall, and the railroad has donated a site for it. Redding has established a drinking fountain and is working for a Carnegie library and for street improvement. Winters has erected a \$300 drinking fountain, planted forty-five trees on Arbor Day, and published a descriptive article in the *Overland Monthly*. The Colusa Club has \$200 in the treasury."



THE PLACE OF NATURE STUDY IN MODERN EDUCATION

Professor L. H. Bailey, of Cornell University, considers the nature study movement as the outgrowth of an effort to relate education to the child's life. It is reversing the historic method of "book-learning," in harmony with democratic tendencies, and is a corrective for the scientific passion for discovering facts at the expense of sympathy with nature. Writing in the *New York Post*, Professor Bailey says:

"Now, nature study would start the child out by interesting him in the very commonest things in his environment, to the end that he may live contentedly in his own life. Let me illustrate by a reference to the country school. If any person were to find himself in a country wholly devoid of schools, and were to be set the task of originating and organizing a school system, he would almost unconsciously introduce some subjects that would be related to the habits of the people and to the welfare of the community. Being freed from traditions, he would teach something of the plants and animals and fields and people. Yet, as a matter of fact, what do our rural schools teach? They teach the things that the academies and the colleges and the universities have taught—that old line of subjects that is supposed, in its higher phases, to lead to 'learning.' The teaching in the elementary school is a reflection of old academic methods. We really begin our system at the wrong end—with a popularizing and simplifying of methods and subjects that are the product of the so-called higher education. We should begin with the child.

"The crux of the whole subject lies in the conception of what education really is. We all define it in theory to be a drawing out and developing of the powers of the mind; but in practice we seem to define it in the terms of the means that we employ. We have come to associate education with certain definite subjects, as if no other sets of subjects could be made the means of educating a mind. One by one, new subjects have forced themselves in as being proper means for educating. All the professions, natural science, mechanic arts, politics and last of all agriculture, have contended for a place in educational systems, and have established themselves under protest. Now, any subject, when put into pedagogic form, is capable of being the means of educating a man. The study of Greek is no more a proper means of education than the study of Indian corn is. The mind may be developed by means of either one. We are much in the habit of speaking of certain subjects as leading to 'culture' but this is really all factitious, for 'culture' is the product only of efficient teaching, whatever the subject matter may be. So insistent have we been on the employing of 'culture

studies, that we seem to have taken the means of education for the subject or result of education. What a man is, is more important than what he knows. Anything that appeals to a man's mind is capable of drawing out and training a man's mind; and is there any subject that does not appeal to some man's mind? The subject may be Sanskrit, literature, hydraulics, physics, electricity, or agriculture—all may be made the means whereby some men and women are educated.

"Fundamentally, nature study is seeing what one looks at and drawing proper conclusions from what one sees, and thereby the learner comes into personal relation and sympathy with the object. It is not the teaching of science—not the systematic pursuit of a logical body of principles. Its object is to broaden the child's horizon, not, primarily, to teach him how to widen the boundaries of human knowledge. It is not the teaching of botany or entomology or geology, but of plants, insects and fields. But many persons who are teaching under the name of nature study are merely teaching and interpreting elementary science.

"Again, nature study is studying things and the reason of things. It is not reading from nature books. A child was asked if she had ever seen the great dipper. 'Oh, yes,' she replied, 'I saw it in my geography.' This is better than not to have seen it at all; but the proper place to have seen it is in the heavens. Nature readers may be of the greatest use if they are made incidental and secondary features of the instruction; but, however good they may be, their influence is pernicious if they are made to be primary agents. The child should first see the thing. It should then reason about the thing. Having a concrete impression, it may then go to the book to widen its knowledge and sympathies.

"Nature study is not merely teaching this or that. It is not merely the adding of more 'work' or of another 'exercise' or 'period' to the school. To lead the child to see and to know the things with which he comes daily into contact is nature study. It will at once be seen, therefore, that nature study is an attitude and a point of view, not a method or a system. The methods will be as various as the teachers. Here and there it will be overexploited and overmethodized; now and then the name will be dropped, and persons will say that the subject is dead or is passing away; but the essence of it can never pass away because it is fundamental to the best living.

"Nature study would not depreciate the value of the old line school subjects, least of all of literature and history and the other 'humanities,' but it would give these subjects their proper place in the school life. The child should first be interested and taught in terms of the common objects and phenomena; then it may be led out and on to every country and to every human interest. We should begin here, not yonder. Education should be essentially native and indigenous, not exotic. It should be expressed so fully in present-day terms that it becomes an integral part of us, central to our lives, not an acquirement. Do not some institutions still turn out students with medieval types of thought?"



EFFECTIVE CLEARING HOUSE SERVICE

A most important educational service along civic improvement lines was developed this summer among thousands of leading workers in all sections

of the United States who attended the sessions of the Assembly at Chautauqua, N. Y. In addition to the Civic Institute already described in these columns, meeting places were provided for smaller groups of persons who were especially interested in some phase of civic betterment. At these conferences it was possible to bring out an exchange of personal experience and to discuss practical definite plans to meet needs of different organizations, sections and localities. Nearly forty such conferences were held during the two months' season as follows:

Factory Improvement, illustrated, Mrs. Etta Booth Garretson, Dayton, Ohio.

The South Park Improvement Association of Chicago, illustrated, by Supt. A. H. Nelson and Mrs. Alice Bradford Wiles.

School Gardens, by Principal W. J. Stevens, St. Louis; Dick J. Crosby, Washington; Miss Laura Runyon, Chicago; Miss Julia E. Rogers, Cornell University.

Art Exhibitions and Coöperation, by Mrs. M. F. Johnston, Richmond, Indiana.

Libraries and Library Promotion, by Mrs. Frank Church, Wellsville, New York.

Library Organization and Management, by Miss M. E. Robbins and Miss F. L. Rathbone.

Parliamentary Law in Settlement and Boy's Club Work, by Mrs. J. F. Lewis, Buffalo.

How Dallas Was Improved, by Mr. G. B. Dealey, Dallas, Texas.

Mexico, A Civic Problem, illustrated, by Mrs. Corella-Phipps, Chicago.

Economic Value of the Public Library, by A. L. Peck, Gloverstown, New York.

The Girl Problem, by Miss Abigail Freeman, Chicago.

Junior Naturalist Clubs for Home and School, by Miss Alice G. McCloskey, and Mr. John W. Spencer, Ithaca, N. Y.

Trees and Tree Planting, by Miss Julia E. Rogers, Ithaca, New York.

Municipal and Household Sanitation, by Miss Alice P. Norton, Chicago.

Study of Current Events in Clubs and Circles, by Frank Chapin Bray, Chicago.

School Gardens and Vacation Schools, illustrated, by Miss Mabel R. Fernald, New York.

Penny Provident Fund, by Miss Jennie Sweezy.

Other conferences on Neighborhood Improvement, Children's Civic Work, Playgrounds and Vacation Schools, The Boy Problem, Civic Improvement in Spanish-American Countries, Civics for Chicago Children, First Steps in Civic Improvement, The Gymnasium as a Social Agency, Children as Good Citizens, Door-yard Improvement, Improvement Methods for the South, Rural Improvement, Library and Program Helps for Clubs and Circles, Forestry, State and Local Campaigns of Education, Village Improvement, Disfigurements (fences, bill-boards, etc.), Boy's Room and His Hobbies, and Factory Betterment—many of these subjects being illustrated by lantern slides—were led by Mr. E. G. Routzahn, Field Secretary of the American League for Civic Improvement.

All these conferences were called by reason of

requests for them, filed by persons on the grounds.

The following organizations sent their publications for exhibition at the Headquarters for Organizations: General Alliance of Workers With Boys, National Congress of Mothers, International Society of Arboriculture, Art Commission of New York, American Society for the Extension of University Teaching, Religious Education Association, City History Club, C. L. S. C., Louisiana Purchase Exposition, International Health Protective League, American Scenic and Historic Preservation Society, Chautauqua Woman's Club, National Municipal League, United Society of Christian Endeavor, Nature Study Bureau Cornell University, American League for Civic Improvement, South Park Improvement Association, International Committee Y. M. C. A., National Civil-Service Reform League, International Reform Bureau, New York State Y. M. C. A., Chautauqua Junior Naturalist Club, Illinois Congress of Mothers, American Ornithologists' Union, American Park and Outdoor Art Association, National Educational Association, Salvation Army, American Institute of Social Service, National Consumers' League, American Academy of Political and Social Science, American Institute of Architects, American Social Science Association, and Patriotic League.

At the Headquarters for Organizations, special publications upon the following subjects were on file for examination: school gardens, nature study, national legislative reform, rural improvement, civic service reform, civic work for children, municipal sanitation, the problem of the boy, vacation schools and playgrounds, public and traveling libraries, social settlements, reading for boys and girls, arbor day, parks, child labor, improvement of school grounds, factory betterment, irrigation, arts and crafts, illiteracy, kindergarten, social mission of the church, mothers' clubs and parents' associations, and municipal art.

Civic Improvement conferences were also held in connection with the following Chautauqua organizations: Boys' and Girl's Clubs, Women's Club, Library School, Outlook Club, Superintendents' and Principals' Council, Vacation School, and School of Domestic Science.

Among those who applied in person for information and literature were individuals and representatives of societies from New York, New Jersey, Pennsylvania, Ohio, Massachusetts, Washington, D. C., West Virginia, Kentucky, North Carolina, Alabama, Louisiana, Texas, Indiana, Illinois, Missouri, Kansas and Minnesota.



FOREIGN EXHIBITS FOR "THE MODEL CITY"

On his return from a trip abroad in behalf of the municipal exhibit at the St. Louis Fair, Mr. Albert

Kelsey reports that Belgian, German and French officials have promised to send exhibits. Mr. Kelsey sought out-of-door exhibits especially: Full size lamp posts, trolley poles, drinking fountains, tree guards and pavement grilles, kiosks, etc., and especially such combinations of street furnishings of an artistic character as tend to reduce the unnecessary cluttering up of highways. Similar exhibits are wanted from American cities and manufacturers, as well as samples of paving, sections of sewers and conduits.



FROM THE FIELD

The League of American Municipalities will hold its annual convention at Baltimore, October 7, 8 and 9.

The Joplin, Missouri, Improvement Association offers \$25 to janitors as prizes for the best results in keeping school buildings.

The success of a savings bank experiment tried by a Washington, D. C., public school is described in the September *St. Nicholas*.

An illustrated pamphlet on the successful "Abatement of the Mosquito" nuisance in Brookline, Massachusetts, has been reprinted from the Journal of the Massachusetts Association of Boards of Health.

Henry Turner Bailey, for sixteen years in the service of the state board of education of Massachusetts, has become editor of *The School Arts Book*, a monthly magazine which provides grade teachers with aids in teaching drawing.

Among the noteworthy enterprises of newspapers in behalf of civic improvement may be mentioned the issues of the "Brooklyn Eagle Library," covering "Municipal Misrule," "The Charter of the City of New York," and "Building and Health Laws and Regulations Affecting the City of New York."

A group of Boston women including the members of the Domestic Science Committee of the Woman's Education Association have secured a house at 88 Charles street, where twenty aids (the name selected for helpers in all forms of labor in the household) will receive training for two months. Here they will make their home, and after the course is finished will go and come to their daily work as in any other business. Candidates for admission must be at least seventeen years of age, with the equivalent of a grammar school education and, as far as possible, one year of high school work.

In an article on "The Vacation School: Its History and Aim," by Frances Gwen Ford, which appears in *Social Service* for August, it is said that we are indebted to Berlin for the playground idea, heaps of sand being placed in the public parks in which the children could burrow and delve. Boston has had playgrounds for ten years. Greater New York had fifty-eight vacation schools this year; Philadelphia twenty-seven playgrounds; St. Louis seven. *Charities* for August reports the organization of a public playground committee in Washington, D. C., and the opening of three temporary grounds this summer.

CIVIC PROGRESS PROGRAMS

THE TRAINING OF THE CITIZEN

I

1. Roll-call: Answered by quotations from books or periodicals describing modern educational ideals.
2. Correlation: Appoint some person to briefly analyze the interrelation of the civics topics grouped in October CHAUTAUQUAN: "The Civic Renaissance," "Public School Art Societies," "American Sculptors," "What America Spends in Advertising," items in "Survey of Civic Betterment," and "Highways and Byways."
3. Summary: Epitomize article on "The Training of the Citizen," by Charles Zueblin in October CHAUTAUQUAN.
4. Discussion: How Should Democracy be Defined?
5. Reading: From "Democracy and Social Ethics," by Jane Addams.
6. Address: The Functions of the Public School.
7. Book Reviews: (a) "The School and Society," by John Dewey; (b) "An Ideal School," by P. W. Search.
8. Local Educational Opportunities: (a) Census of local educational institutions with sketch map. (b) Reports of visitors concerning physical conditions of schools and special methods calculated to train for citizenship. (c) Discussion, limited to three minutes each, closed by leader's comparison of facts brought out with the ideal school.
4. Oration: Relation of Education to "Liberty, Equality, Fraternity."
5. School-out-of-School: Brief papers on (a) Libraries and Museums; (b) Reading Circles; (c) Assemblies and Institutes; (d) University Extension; (e) Newspaper Education.
6. Address: Bible Study as Training for Citizenship.
7. Reading: (a) From "What Is Junior Civics?" by E. G. Routzahn (THE CHAUTAUQUAN for August, 1903); (b) From chapter I "Citizens in Training," by Amos R. Wells.
8. Survey of Public Recreation: See Chapter IX, "American Municipal Progress," by Charles Zueblin; "Constructive and Preventive Philanthropy," by Joseph Lee.

[Inquiries on any feature of this program work may be addressed to THE CHAUTAUQUAN, Chicago, Illinois. Special literature will be supplied free.]

HINTS AND HELPS

Secure from public school or private libraries lists of modern books upon educational topics.

Send for samples of educational journals in advance of meetings for distribution and critical examination.

Reading lists of magazine articles and books on program subjects may be found in "Bibliography of Civic Progress" published in THE CHAUTAUQUAN for August, 1903, under the titles: Libraries and Museums, Public Recreation, Rural Improvements, School Extension.

Consult reports of United States Commissioner of Education and State Superintendent of Public Instruction.

Write an account for the local press of the most significant features of the Civic Progress Program as carried out.

Outline programs for extended individual or club study of "The Public School" may be secured from the American League for Civic Improvement, 5711 Kimbark Avenue, Chicago.

II

1. School Methods: Brief papers on (a) Kindergarten; (b) Manual Training; (c) Vacation School; (d) School City.
2. Reading: From "Social Phases of Education," by Dutton.
3. School Extension for Adults: Brief Papers on (a) Free Lectures; (b) Neighborhood Meetings; (c) Parents' Associations; (d) Library Service.

NEWS SUMMARY

DOMESTIC

August 1.—Judge Lochren in the United States District Court at St. Paul dismisses the suit brought by the state of Minnesota against the Northern Securities Company.

4.—Charles M. Schwab resigned as president of the United States Steel Corporation; W. E. Corey is elected to succeed him.

9.—A letter from President Roosevelt to Governor Durbine, of Indiana, commending his attitude on lynching is made public.

10.—Judge George Gray presides at meeting of coal mine arbitration board, Birmingham, Ala.

11.—John Temple Graves, of Georgia, advocates separation of whites and blacks in a sensational address at the mob conference, Chautauqua, N. Y.

13.—The postmaster-general decides to dismiss A. W. Louis for waste of supplies. D. M. Parry, president National Association of Manufacturers and Employers, at Chautauqua arraigns labor unions as a standing mob; Vice-President Kidd, of the American Federation of Labor replies.

14.—Two feud leaders are sentenced to life imprisonment for murder after jury trial at Cynthi-

ana, Ky. Chief Justice John B. Lore, of Delaware, denounces the treason of lynching, at Chautauqua.

15.—The new general army staff meets at Washington. Justice John Woodward of the supreme court of New York state spoke on "Law and the Mob Spirit" at Chautauqua.

16.—Joseph Pulitzer, of the New York *World*, announces gift of \$2,000,000 to found a School of Journalism connected with Columbia University.

17.—Judge Rogers, United States Circuit Court, St. Louis, decides that Western Union Telegraph Company may discharge employees for belonging to a union and has right to blacklist them.

18.—Suit is filed to foreclose mortgage of \$120,000,000 on United States Shipbuilding Company and Bethlehem Steel Company.

19.—The Negro Business Men's League meets at Nashville, Tenn.

20.—A merger of southern cotton mills is reported, with a capital of \$14,000,000.

21.—S. J. Parks, walking delegate, New York, is found guilty of extortion.

22.—The *Reliance* wins the first race for the America's cup.

23.—War game of army and navy begins at Portland, Maine.

24.—A Pan-American Railway Company, Hudson Bay to Valparaiso, capital \$250,000,000 is incorporated in Oklahoma. Secretary Hitchcock completes plan for investigating scandals in administration of Indian Territory. Lou Dillon made a new world's trotting record of a mile in two minutes.

25.—The *Reliance* wins the second race with the *Shamrock*. First conviction in Danville, Ill., riot cases is obtained. Official announcement is made that Secretary of War Root will resign January 1; Governor-General Taft, of the Philippines will succeed him; Vice Governor-General Luke E. Wright will succeed Taft. The postmaster-general provides government protection for trains carrying newspapers as well as mail.

26.—An order to heads of departments requires government employees to take the oath of allegiance. The American Bar Association meets at Hot Springs, Va.

27.—United States Vice Consul W. C. Magelsen is fired upon at Beirut, Syria; United States cruisers are ordered to the nearest port. The Department of the Interior issues a statement concerning frauds in Indian Territory.

28.—Mayor Vardaman, anti-negro education candidate, is nominated for governor of Mississippi.

29.—General Robert Shaw Oliver becomes assistant secretary of war. Caleb Powers, on third trial, is found guilty of the murder of Governor Goebel and sentenced to death; appeal is taken. Six more convictions are secured in the Danville, Ill. riot cases.

FOREIGN

August 4.—Guiseppe Sarto, the cardinal patriarch of Venice, is elected Pope, taking the name of Pius X. The International Wireless Telegraphy congress is opened in Berlin.

5.—The Macedonian committee announces that revolutions have begun in many districts.

6.—Bulgaria insurgents blew up the governor's palace in the village of Monastir.

8. The Russian consul at Monastir is murdered by a Turkish soldier. The Hungarian cabinet resigns.

10.—Macedonian committee at Sofia issues statement to the powers.

11.—British Immigration Commission recommends establishment of department of immigration.

13.—Irish land bill passes both houses of British parliament. Vice Admiral Alexieff is appointed Russian head of new vice-royalty of Amur and Kang-Tung. Servian ministry resigns.

14.—The Turkish gendarme who murdered the Russian consul at Monastir is executed.

16.—Bulgaria issues statement concerning Turkish outrages.

17.—News is received that the Colombian senate unanimously rejected the Panama Canal treaty on August 12.

18.—The czar names three arbitrators in Venezuelan cases at The Hague.

22.—Mme. Humbert and husband are sentenced to five years' solitary confinement for notorious fraud in France.

24.—Reports from Adrianople indicate a succession of massacres in that region. Land in East Africa for a Jewish colony is offered to the Zionist Congress by Great Britain.

26.—Macedonian sympathizers at Sofia call for intervention of the powers; Turkey calls out European reserves.

29.—Four British blue books on the South African war are issued.

30.—Despatches confirm the appointment of M. de Witte as president of the Russian ministerial council; M. Plehve becomes minister of finance.

OBITUARY

August 5.—"Phil" May, well known humorous artist, dies in London.

22.—The Marquis of Salisbury, formerly prime minister of Great Britain, dies at Hatfield House.

28.—Frederick Law Olmsted, the most noted American landscape architect, dies at Waverly, Mass.

CURRENT EVENTS PROGRAMS

DOMESTIC

1. Roll-call: Answered by opinions concerning What a School for Journalism Should Teach.
2. Papers: (a) Review of the Chautauqua Conference on Mob Spirit in America (see Chautauqua Press booklet); (b) Critical analysis of Republican and Democratic state platforms in Ohio; (c) Growth of Anti-trust Sentiment (see statements by Judge Grosscup, American Bar Association, etc.); (d) Character sketch of the late Frederick Law Olmsted, landscape architect.
3. Oration: "Recent Achievements of American Diplomacy."
4. Readings: (a) From "Indifferentism" (*Atlantic Monthly* for September); (b) From "Capital and Labor Hunt Together" (*McClure's Magazine* for September); (c) From "Colonial Race Elements" by John R. Commons, *THE CHAUTAUQUAN* for October; (d) From "What America Spends in Advertising" (*THE CHAUTAUQUAN* for October).
5. Discussion: Remedies for the Lynching Evil. Pro and Con—Separation of Races; Surgery

on Criminals; Expediting Trials; Sheriff's Duties; Punishment of Lynchers, etc.

FOREIGN

1. Map Exercise: Call for sketch maps showing Bulgaria and Bordering Countries.
2. Papers: (a) Summary of the Irish Land Bill in Great Britain; (b) Character Sketch of the late Lord Salisbury; (c) The Story of the Humbert Fraud in France; (d) Venezuelan and Alaskan Boundary Arbitration Cases. (e) Digest of Blue Books on South African War made public in London on August 29.
3. Oration: Help for Macedonia.
4. Readings: (a) From "Lords of the North," by Agnes C. Laut; (b) From "Europe and Latin America," by G. W. Scott, C. S. Walton and A. G. Keller (*Annals of American Academy of Political and Social Science* for July, 1903); (c) From "Chapters from my Diplomatic Life," by Andrew D. White (*The Century* for August and September); (d) From "The Problem of the Balkans," by A. L. Snowden (*North American Review* for September).
5. Discussion: The Panama Canal Imbroglio.

C. L. S. C. Round Table

COUNSELORS OF THE CHAUTAUQUA LITERARY AND SCIENTIFIC CIRCLE.

JESSE L. HURLBUT, D.D.
LYMAN ABBOTT, D.D.
HENRY W. WARREN, D.D.
J. M. GIBSON, D.D.

EDWARD EVERETT HALE, D.D.
JAMES H. CARLISLE, LL.D.
WM. C. WILKINSON, D.D.
W. P. KANE, D.D.

MISS KATE F. KIMBALL, Executive Secretary

THE SILVER ANNIVERSARY OF THE C. L. S. C.

C. L. S. C. interest and enthusiasm at Chautauqua this summer naturally centered about the two anniversary days. Old Chautauquans came back to revive old memories, newer Chautauquans to pledge renewed devotion to the ideals of their Alma Mater. Rallying day on Thursday, August 6, brought together a large number of delegates from the circles. From North and South, East and West they came, and under the friendly roof of the Old Hall brought the greetings of the vast numbers of C. L. S. C. readers whom they represented. Owing to a fierce rainstorm, the Grove reception, always a delightful feature of the day, had to be deferred until Friday, when, although Nature smiled in somewhat chilly fashion, the friendly hospitality which prevailed in all sections of the country, made the reception a radiant occasion. One of the committee from the Cotton and Gulf States had the forethought to bring with her from Georgia some tiny cotton bales which were the wonder of all beholders, while the section representing "Beyond the Mississippi" made good use of decorations secured from the Louisiana Purchase Exposition.

On Saturday, August 8, the anniversary of the organization of the C. L. S. C. was celebrated at eleven o'clock in the Amphitheater. Dr. Jesse L. Hurlbut, one of the counselors of the C. L. S. C. who has been closely associated with Chautauqua from its very early days, gave the anniversary address which was full of happy reminiscences.

Following Dr. Hurlbut's remarks selections were read by Miss Kimball from the Chancellor's address to which Dr. Hurlbut had referred. The element of prophecy contained in that message of a quarter of a century ago, made it peculiarly impressive. The anniversary poem "The World Within," which was read by Mr. Bray, editor of THE CHAUTAUQUAN, was contributed by Miss Mary A. Lathbury, Chautauqua's loved and honored poet, the author of "Day is Dying in the West" and of hymns and poems commemorating other occasions in the history of Chautauqua.

A cablegram from Chancellor Vincent, sent from Sweden, made his share in the exercises of the day very real, and the audience led by Dr. Hurlbut expressed their appreciation by the Chautauqua salute. Principal George E. Vincent then read from the many letters of congratulation which had been received, those from President Roosevelt,

Edward Everett Hale, Lyman Abbott, W. C. Wilkinson, Presidents Eliot of Harvard, Gilman of Carnegie Institution, Northrup of Minnesota, James of Northwestern, Angell of Michigan, and from Mr. Stokes for President Hadley of Yale. Also from Francis E. Clark, John W. Cook, A. M. Martin, the Pacific Grove Assembly, The Newton Highlands, Massachusetts, C. L. S. C., Donald Cook of Scotland, Issa Tanimura of Japan, Vladimir Yourieff of Russia. The limited space makes it possible to give here only a few of these letters.

Oyster Bay, N. Y., July 13, 1903.

My dear Mr. Vincent:

I have received your letter in regard to the approaching celebration of the twenty-fifth anniversary of the founding of the Chautauqua Literary and Scientific Circle. I regret very much that it will not be possible for me to accept the kind invitation to be with you on August 8.

The Chautauqua Literary and Scientific Circle has accomplished much good, and I hope the educational work which it has carried on so successfully may long be continued and increased. I send most cordial greetings to those who will be assembled at the anniversary celebration.

Sincerely yours,
THEODORE ROOSEVELT.

New York, July 8, 1903.

My dear Dr. Vincent:

No one can realize what Chautauqua has done, in the twenty-five years of its existence, for public education. Some educational movements fertilize the land as the Nile, with great overflows patent to all observers. Some fertilize it with dew and mist, impalpable, invisible, unrecognized. Such an influence has been that of Chautauqua. It has created appetite for knowledge. It has broadened the intellectual outlook. It has made the mind open to receive information from other sources. It has enabled mothers who were without academic education, to accompany their daughters in academic pilgrimages. It has elevated taste, enlarged knowledge, cultivated imagination, rectified judgment, made catholic conscience. It has taught men and women in their own lives to reconcile that thirst for knowledge, and that courage in investigation which is the essence of science, and that spirit of reverence for God and faith in the invisible which is the essence of religion.

I should like to be on the platform of Chautauqua this year to propose three cheers for its founder, Dr. John H. Vincent, and to join with others in the Chautauqua salute when some one else proposed it. I pray you to believe that my absence from the Assembly is due not to lack of interest nor to lessened faith in the work of Chautauqua, but to the necessary demands which a busy life makes upon me, calling me in other directions.

Yours sincerely,

LYMAN ABBOTT.



ANNIVERSARY PROCESSION

Formation of Representatives of C. L. S. C. Classes, St. Paul's Grove, in front of Alumni Hall.

August 2, 1903.

Dear Vincent:

Every day makes me sorry that I can not be with you. It is hard to believe that we are a quarter century old. Every day gives new reason for thankfulness to the Fathers, as to the good God who has so befriended the great enterprise of Chautauqua.

I say in all circles that that man who has not seen the central Chautauqua at its hub, does not know America. To meet perhaps at one table a man from Alaska, a woman from Tiajuana, three young ladies from Texas, a man brown with the sunshine of the banks of Newfoundland, who have all traveled thousands of miles to see each other, and to be in touch with the education of our times—this is to get some idea of what the nation is which unites the Arctic with the Tropic—binds the two hemispheres together and in its language, its laws, and its religion compels the Old to teach the New.

You may miss this at Leland Stanford at or Yale. But you see it with your eyes, and hear it with your ears, and comprehend it with your heart, when, by the blessing of the good God you find yourself in Chautauqua in August.

Give my love and the assurance of my respect to your honored father, to the officers of today, and to all who are left of the Old Guard.

Yours always,

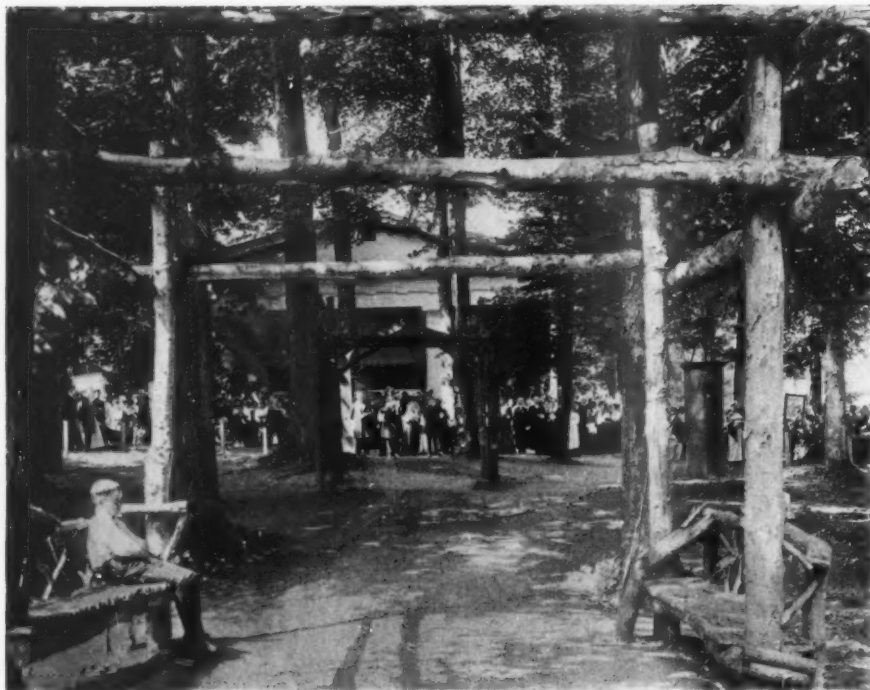
EDWARD E. HALE.

Principal Vincent's brief address in the following words fitly closed the exercises of the day:

"As we close these anniversary exercises, let us

remember that the backward look has value only as it inspires broader visions and deeper purposes for the future. It is well for us to remember that during these twenty-five years the Chautauqua reading course has undergone transformation in adjustment to changing conditions. Twenty-five years ago there were no cheap magazines, and books were not published by the hundred thousand. In the early years the Chautauqua course sought to cover a great variety of topics. Little by little the plan has gained in unity and concentration until today we have the American year, in which every volume and almost every article in *THE CHAUTAUQUAN* has a definite bearing upon the great subject of our national life. The course, in the beginning, sought to supply material upon a wide range of unrelated topics; today it aims specifically to protect the average reader against a flood of miscellaneous literature. Let us bear in mind, therefore, the fact that the Chautauqua reading course was never so well adapted to the needs of the times as it is today. Let us look back with satisfaction and warmth of sentiment. Let us look forward with loyalty and enthusiasm."

A week later came one of the most impressive days of all the season, a day of "retrospect and outlook." It was the anniversary of the dedication of St. Paul's Grove, Saturday, August 15. Nature was in her kindest mood and the Grove never so beautiful. More than four hundred members of the C. L. S. C. of all classes met at 9:30 in front of Alumni Hall, and, escorted by



ANNIVERSARY TREE PLANTING EXERCISES

Each of the C. L. S. C. Classes since the beginning, twenty-five years ago, plants a tree in St. Paul's Grove at Chautauqua.

their banners which made a brilliant scene, formed around the decennial fountain of the Class of '82. A brief responsive service opening with Whittier's beautiful lines,

"O Painter of the fruits and flowers
We thank thee for thy wise design
Whereby these human hands of ours
In nature's garden work with thine"

was followed by an explanation of the significance of St. Paul's Grove by Dr. Jesse L. Hurlbut, after which the Class of '82 planted an ivy brought from the Palatine Hill in Rome, the hill where stood the palace of Nero under whose rule St. Paul suffered martyrdom.

After planting the ivy, the classes formed in line and passed around below the lower side of the Hall where each in turn beginning with '83 planted on oak tree as its contribution to the future life of the Grove. The 1900's pine tree was the only exception, the pine being their class emblem. During the tree planting ceremony, a selection from Bryant, the "Forest Hymn," was read by Dr. A. E. Dunning, Lowell's "The Oak" by Dr. W. A. Hutchison, Lucy Larcom's "Plant a Tree" by Captain J. A. Travis and a few lines from Wordsworth by Frank Chapin Bray. The ceremonies closed with prayer by Rev. W. D. Bridge of the Class of '84.

From the Grove, the classes entered the Hall and engaged in the beautiful responsive service prepared by Chancellor Vincent for the laying of the cornerstone of the new Hall of Philosophy.

The service was entitled "After Many Days—A Chautauqua Service of Remembrance and Hope." The sun shone with a mellow radiance, the breeze rustled gently through the trees and the reverent audience which thronged the Hall within and without made a scene never to be forgotten. Amid an impressive silence Principal George E. Vincent lowered the cornerstone into its appropriate place and then read a cable message from the Chancellor, "Remember the foundation is Christ." The anniversary address given by Professor Herbert L. Willett was most felicitous, opening with these words:

"The silver trumpets of this jubilee have been heard throughout our land, for it is a jubilee and a silver anniversary. It is an anniversary that calls the thought of Chautauquans to that unity which has prevailed for the last quarter of a century between spiritual and intellectual life here, between Christianity and culture. Religion and education have not only gone hand in hand through all the history of this great movement which centers here today, but they have been indissolubly united in the twenty-five years past. It seems appropriate, therefore, that this should be both a jubilee and a silver wedding, and I am

interested to see that the ring is that of loyal and loving hearts gathered about this spot, and the jewel that decorates the ring is this stone we have just laid, containing priceless memorials of the Chautauqua movement."



THE CLASS OF 1903

The "Quarter Century Class" of the C. L. S. C. in every respect fully sustained the reputation which its name implied. One hundred and thirty members were present to pass the Arches on Recognition Day. Many of these graduates, who came from all parts of the country, spent some weeks at Chautauqua and devoted themselves to class affairs with commendable zeal. Their share of the building fund, which assures them a permanent home in Alumni Hall, was raised before Recognition Day. There were no large donations; all members contributed as the spirit moved them, and the class took pride in meeting their obligations in whole-hearted fashion. The class pin, which was designed by the president, Mrs. Hemenway, had been sold during all the four years, and the profits from this source not only paid for the beautiful class banner but supplied a contribution of fifty dollars toward the classroom fund. The president's correspondence with classmates during the four years amounted to nearly one thousand letters. The pins have found their way into every state in the union and into some foreign lands. The class banner, which is shown in the illustration, was

designed at the Arts and Crafts Village at Chautauqua, and expresses most effectively the ideas for which 1903 stands. It is one of the most artistic of the class banners. By a happy inspiration of the president, who has throughout the four years labored untiringly for the best interests of the class, arrangements were made with a farmer's daughter living a mile from Chautauqua to devote a half acre of land this year to cornflowers. Choice seeds were also secured from the Department of Agriculture at Washington, so that for a week before Recognition Day large market baskets of the red, white and blue blossoms were brought each day to the class room. Indian corn, the class emblem, was used most effectively for decorative purposes, red, white and blue ears representing the class colors. One of the most enthusiastic members of the class was in her eightieth year. She and her daughter passed the Arches together, while a little granddaughter and great granddaughter served as escorts for the large C. L. S. C. banner. The 1903's, keenly alive to their responsibilities, even developed a class yell and no member was too studious or dignified to relax at suitable times and cheer lustily, "Vive, Vigor, Victory." Recognition Day was preceded by Baccalaureate Sunday when the sermon was preached by Dr. H. L. Willett of the University of Chicago. In the evening the class held its "vigil" which marks the close of the four years, and in the Hall of Philosophy under the light of the Athenian watch fires, they gathered for a brief service led by Dr. Jesse L. Hurlbut, and Mrs. M.



BANNER OF C. L. S. C. CLASS OF 1903

G. Kennedy. Two evenings later the watch fires again flamed to celebrate the Feast of Lanterns when each C. L. S. C. Class is at home to every other class. The 1903's were entertained by their fellow roommates of '87 and '95 in most royal fashion, and the cordial good fellowship of "class night" gave the most newly arrived Chautauquan a sense of being among friends.

Recognition Day dawned bright and beautiful and the historic C. L. S. C. pageant which gathers annually at that time, never showed to better advantage. Dr. William T. Harris, U. S. Commissioner of Education, was the honored guest of the class and delivered the Recognition Day address. After the presentation of the diplomas in the afternoon, the class scattered to meet again in the evening at the Hotel Athenæum for the Alumni banquet. The banquet was an innovation in honor of the twenty-fifth anniversary and some three hundred graduates met to recount their deeds of valor. Professor George E. Vincent as toastmaster introduced the after-dinner speakers in his own inimitable fashion and with reminiscences and stories interspersed with an occasional class yell, the 1903's were initiated into the mysteries of the Society of the Hall in the Grove and the twenty-fifth anniversary jubilee was brought to a close.



THE CLASS OF 1907

"First in the hearts of the Class of 1907" must now be added to the other laurels of our first president. The 1907's recognized a special fitness in choosing "Washington" as their class name, for not only do they begin their experiences as Chautauquans with the American Year, but four years hence when they graduate, Virginia will be celebrating the three hundredth anniversary of the founding of Jamestown, and "Washington" will be a name to conjure with. The class held many enthusiastic meetings and strove to conduct their affairs in a manner which should commend itself to their comrades in every part of the country.

The assemblies at Carthage, Missouri, Winfield, Kansas, and Ottawa, Kansas, each contributed about fifty members to the class, and reports from the Chautauqua at Old Salem, Illinois, promised not far from one hundred and fifty new readers. Some three hundred new members were enrolled at Chautauqua, and the class heard with growing interest of the large enrolments at other assemblies. Mr. Edward F. Bigelow, editor of the Nature Study Department of *St. Nicholas*, who joined at the Connecticut Chautauqua, was made one of the vice-presidents, and others were chosen to represent the different parts of the country. Professor George D. Kellogg, of Williams College, Massachusetts, and professor of Latin in the Chautauqua Summer Schools, was elected president.

The class immediately began agitating the ques-

tion of a banner, and in order to have a creditable standard on "St. Paul's Day" a temporary banner was evolved through the genius of a special committee. The discussion of a suitable motto brought out the individuality of the members, and helped to promote class spirit. The maxims of George Washington, not being of a brief and sententious character, the class finally decided upon a motto which expressed their view of education and life, "The aim of education is character." The cardinal flower was chosen as the class flower, its color being especially suggestive of the American flag. It was stated by some botanical member that the blue lobelia belongs to the same family and might be worn appropriately by any who are unable to secure the cardinal flower. The full list of class officers will be found on another page in the C. L. S. C. Class Directory. and items of interest regarding the class will be published in the Round Table from month to month. Let every member of 1907 do his share in recruiting the class by sending circulars to friends or others who may be interested.



THE "LEWIS MILLER" CLASS

The Class of '04 took an especially keen interest in all the exercises of the C. L. S. C. this summer, for they are on the eve of their own graduation. They decorated the Amphitheater for the '03's and held many deliberations over their plans for next year. A series of letters for the Round Table was proposed, to be written by different class officers. These will keep the class informed upon all matters of interest and serve to establish a friendly acquaintance between the officers and their widely scattered classmates. The first of these letters comes from Miss House who serves as secretary this season in the absence of Miss Charlotte Howard:

My Dear Classmates:

A Chautauqua greeting to all members of the Lewis Miller class of '04. Thirty members have been present this season at Chautauqua, and most of them have been able to meet with us at the business or social meetings of the class, all of which have proved most pleasant occasions. We look forward to a large increase of class spirit next year when many of us will meet for the first time. Some interesting letters from absent classmates have been received this summer, especially from our officers: Dr. James Dunlap, Miss Charlotte Howard, Lieutenant John D. Rogers, Mr. W. S. Bailey and Mrs. M. K. Walker. Friendly communications from circle and individual readers also show how strongly attached to Chautauqua are the members of 1904. We shall be glad to have letters and reports from members at any time, and these may be sent either to our president Mr. Scott Brown, or to the secretary, Miss Howard, whose address will be found in the "Class Directory" of the October CHAUTAUQUAN. With cordial greetings, I remain,

GERTRUDE HOUSE,
Secretary pro tem.

O Child of Nations; giant limbed,
Who standst among the nations now,
Unheeded, unadored, unhymned
With unanointed brow.

—Chas. G. D. Roberts on "Canada."

One of the topics suggested for discussion in our programs this month is this, "Are We Good Neighbors to Canada?" No American can read the histories of Canada written by Canadians, without noticing an occasional reference to the United States which leaves a strong impression that as a nation we have not always been square in transactions that concerned our Canadian brothers. Some of us may be tempted to treat such references lightly as savoring of provincialism, but the honest student and true American will be filled with an earnest impulse to know wherein our country has been to blame in dealings with her nearest neighbor. It might be a wholesome experience for us also to compare our own criticisms of Canada, if we are disposed to make any, with those which the old-world countries made of us in our younger days, when we were feeling our way as Canada is doing now. Indeed, some of our later critics have given us much cause to meditate upon our national traits. What did Emerson say of us? How was Matthew Arnold impressed with our peculiarities? And what timely suggestions does Professor Munsterberg give in his very straightforward book? Are we in danger of becoming "provincial" ourselves by too readily attributing that quality to other nations?



SOME STUDY MATERIAL

In connection with the "Reading Journey" studies for this month, readers should have copies of the "Concise Atlas" (twenty-five cents) prepared especially for reference work in the course by The Chautauqua Press. It contains full-page colored maps and abundant statistical data. Attention is also called to Baedeker's guide book, a most useful little volume with exceptionally good maps. The descriptions of scenery in the Northwest Territory are full of interesting details. For this part of the journey, several publications of the Canadian Pacific Railway will be found very valuable. They include the folders entitled "Banff and the Lakes in the Clouds," "Yoho Valley," "Eight Mountain Peaks," "Summer Tours" and "Descriptive Time Table Soo Pacific." By sending ten cents in stamps to the office of the Canadian Pacific Railway in any of the large cities on that route—Montreal, Toronto, St. Paul, etc.—these folders can be secured. The name of each should be mentioned, as the railway issues a long list of publications. Circles which have access to libraries where the *Canadian Magazine* is kept on file, will find this publication a mine of riches for supplementary material on the "Reading Journey." Poole's Index gives a very large number of references to this magazine.

NOTES

The following topics for investigation are suggested by Mr. Commons in connection with the studies in racial composition this month:

1. What races, social classes, and religions contributed to colonial immigration, and in what way do they differ from nineteenth-century immigration? 2. Show the racial origins of the presidents of the United States and of leading men in politics, industry, literature and war. (Consult Appleton's "Encyclopedia of American Biography," or the "International Cyclopaedia".) 3. To what extent was colonial immigration voluntary and to what extent was it brought about by the advertisements and solicitations of landowners? 4. To what extent was religious freedom an inducement to immigration compared with economical interests?

Full accounts of the anniversary exercises of the C. L. S. C. at Chautauqua on August 8 and 15, were published in the *Chautauqua Assembly Herald* for August 10 and 17. Copies of the two papers can be secured by sending ten cents to Chautauqua Institution, Chautauqua, New York. Extra copies of the special anniversary program used at the laying of the cornerstone of the Hall of Philosophy, can also be secured by sending a stamp to the Chautauqua office.

The class of '93 celebrated its tenth anniversary at Chautauqua this summer on the 18th of August. The other classes gathered in the Hall of Philosophy to extend their congratulations to '93, and a program of short addresses with the reading of the class history was presented. A very small number of the class were able to be present, but they are keeping in touch with as many of their classmates as possible, and are planning to raise a small decennial fund to give them a share in the new Hall of Philosophy. Members of the class who will write to any one of the class officers can learn more fully of details of the decennial exercises and of the future plans of the class. The class directory will be found on another page of this magazine.

All readers of the C. L. S. C. home reading course may be interested in a lecture union plan; especially where five towns of five hundred population or more are located within a radius of fifty miles. For particulars write to Chautauqua Institution, Chautauqua, N. Y.

The Specialized Supplementary Courses for this year will be announced by circular in October. Copies can then be secured from the Chautauqua office.



REVIEW AND SEARCH QUESTIONS

RACIAL COMPOSITION FOR NOVEMBER

1. What was Mr. Lodge's statistical summary of race influence in America? 2. In what important respect may his results be questioned? 2. What facts suggest that race origin is not the chief

source of greatness? 4. Show how race eminence in America has been subject to social conditions. 5. Why do the French show a higher percentage of ability than other races? 6. How did the different social conditions in North and South affect individual development? 7. What was the distinctive character of the colonial migration? 8. How did race influences in New York differ from those in New England? 9. What were the fundamental features of Penn's colony? 10. What was the origin of the "Pennsylvania Dutch"? 11. In what respects did Pennsylvania set the original type for the future American nation? 12. What type of eminent men have the Scotch-Irish contributed to America? 13. Describe the composition of the Scotch-Irish race. 14. What conditions led to their emigration? 15. Where did they settle and why? 16. Why have they been so influential in producing the American race?

1. What events caused the Huguenot emigration to America? 2. What was the Dutch West India Company? 3. What was the Palatinate? 4. What was the peculiar belief of the Dunkards? 5. Why were the "Ridge Hermits" so called? 6. Who were the Salzburgers?

ANSWERS TO OCTOBER SEARCH QUESTIONS

RACIAL COMPOSITION OF THE AMERICAN PEOPLE

1. Brahmans (priests), Kshatryas (warriors) Vaishyas (farmers and merchants), Sudras (mechanics and laborers). 2. It is the oldest of the Aryan or Indo-European languages. 3. The yellow race (Turanian or Mongolian). 4. After the unsuccessful revolt of Hungary in 1848, agitation was kept up by peaceful measures until

in 1866 when Austria was weakened by Prussia, and the Magyars under their leader Déak were able to enforce the demands for popular government. The treaty establishing the dual system was made in 1867. 5. A period in the history of a race when metals are practically unknown and tools and weapons are made chiefly from stone. 6. New York.

READING JOURNEY IN THE BORDERLANDS OF THE UNITED STATES

1. Because, like the famous fortress of Dunkirk in France, in the struggle between France and England it frequently changed hands. 2. An island supposed to be off the coast of Newfoundland, where tradition locates the banishment of Marguerite de Roberval in the middle of the sixteenth century. 3. A humorist of Nova Scotia famous for "The Clockmaker, or Savings and Doings of Samuel Slick of Slickville." 4. A fire in the Miramichi Valley, New Brunswick, in 1825, which swept over a forest region of nearly six thousand square miles destroying hundreds of lives, and property to the value of a million and a half dollars. The country still shows the effects of the fierce heat. 5. The resistance which he and sixteen comrades, with a few Indian allies, offered to seven hundred Iroquois at the Long Sault on the Ottawa. Dollard and his heroes perished, but not until they had broken the strength of the Iroquois and so saved Montreal. 6. Detroit. 7. Lord Dufferin, governor-general of Canada 1872-79. 8. A French prelate who exercised a great influence upon education in French Canada in the latter part of the seventeenth century. Founder of Laval University in Quebec. 9. One of the pioneer women of Montreal, founder of the oldest hospital in the city.



OUTLINE OF REQUIRED READING FOR NOVEMBER

NOVEMBER 5-12—

In THE CHAUTAUQUAN: "Ontario and the Canadian Northwest."

Required Book: "Geographic Influences in American History." Chap. V.

NOVEMBER 12-19—

In THE CHAUTAUQUAN: Daniel C. French, N. Hudson Moore.

Required Book: "Geographic Influences in American History." Chap. VI.

NOVEMBER 19-26—

In THE CHAUTAUQUAN: "Racial Composition of the American People" to "The Scotch-Irish."

Required Book: "Literary Leaders of America," Hawthorne.

NOVEMBER 26-DECEMBER 3—

In THE CHAUTAUQUAN: "Racial Composition of the American People," concluded.

Required Book: "Literary Leaders of America," Emerson.



SUGGESTIVE PROGRAM FOR LOCAL CIRCLES

NOVEMBER 5-12—

1. Roll-call: Quotations from histories or from current articles relating to the future possibilities of Canada. (See "Greater Britain," by Sir Charles Dilke, "Expansion of England," by Seeley, "Canada and the Canadians," by Goldwin Smith, also histories of Canada, etc.)

2. Map Drawings: Sketch maps of Canada from the coast to Ft. William, made from memory (ten minutes should be allowed for this exercise).

3. Paper: "Sir John MacDonal and the Chief Events of His Premiership (see histories, magazine articles and biography).

4. Reading: Selections from Canadian poets:

Archibald Lampman, Chas. G. D. Roberts, Bliss Carman, or William Henry Drummond.

5. Debate: Merits of the Canadian system of government as compared with ours (see "Comparative Study of the Political Systems of Canada and the United States," by Bourinot. This paper was read at Harvard at Johns Hopkins and can be found in the "Annals of the American Academy of Political Science" published in Philadelphia). An alternative subject might be "The School Question in Manitoba" (see recent articles upon the subject in the *Outlook* and other periodicals).

6. Reading: Whittier's "Bells of St. Boniface" or selections from "The St. Clair Flats" in "Castle Nowhere" and "Lake Country Sketches," by Constance Fenimore Woolson; or from "Heralds of Empire," by Agnes C. Laut; or from "A Yankee in Canada," by Thoreau.
7. Story of the "Hiawatha" play at Desbarats (see folders published by the Canadian Pacific Railway. Address S. A. Marks, Sault Ste. Marie, Ontario, Canada).

NOVEMBER 12-19—

1. Brief reports upon objects of interest in the "Canadian Switzerland" (see railway publications noted in Round Table).
2. Papers: "Riel's Rebellions." (See histories by Roberts and Bourinot and "America, A History," by Robert Mackenzie.)
3. Book Review with selections from "Lords of the North," by Agnes C. Laut or "The Story of the Trapper," by the same author; or reading from "The Matterhorn of the Rockies," *Century*, 66:657 (93).
4. Discussion: "Are We Good Neighbors to Canada?" See *New England Magazine*, 20:731.
5. Roll-call: Brief descriptions of works by Daniel C. French with some account of the persons or events which they commemorate.
6. Map review: "The Prairie Country" in "Geographic Influences in American History."
7. Reading: Selections from "The Iowans," by R. L. Hartt, *Atlantic*, 1900; "The Problem of the West," Turner, *Atlantic*, 78:289 (1896) or *North American Review*, 165:383 (97).

NOVEMBER 19-26.

1. Roll-call: Reports on the ancestors of Schuyler (Dutch), Herkimer (German), Jay (French), Livingston (Scotch), Clinton (Irish), Morris (Welsh), Hamilton (English), Steuben (Prussian), giving the European localities from which they came, the conditions which prevailed in these localities and the reasons for emigration. (See biographies of these men and encyclopedias.)
2. Oral reports on paragraphs in "Highways and Byways."
3. Paper: Review of Miss Tarbell's "History of the Standard Oil Co." (as published in

McClure's Magazine) tracing the chief steps in its development.

4. Studies in Hawthorne: Assign to the members of the circle four short stories of Hawthorne and let each read and reread these stories carefully, noting the distinctive qualities of Hawthorne as suggested by Professor Burton. Mark the passages thus noted. Then under a leader appointed for each story, let them be taken up in turn and discussed. (See also *THE CHAUTAUQUAN*, 31:75 (1900) for a critical study of one of these short stories.)
5. Reading: Selections from "A Girl of Sixteen at Brook Farm" by Ora Gannett Sedgwick, *Atlantic*, 85:394.
6. A Study of one of Hawthorne's novels. This may be taken up in the same manner as the short stories, or the circle may take "The Marble Faun" and follow the outline given in Professor Pattee's study in the *THE CHAUTAUQUAN*, 30:522 (1900).

NOVEMBER 26—DECEMBER 3.

1. Map Review and Discussion of "Cotton, Rice and Cane" in "Geographic Influences in American History."
2. Readings: Selections from "The Industrial Future of the New South," by Lanier, *Outlook*, 59:477, or other recent articles on "The New South" (see Poole's index for references).
3. Roll-call: Quotations from Emerson's poetry and prose.
4. Study in Emerson: Assign four of his essays, as for instance, "Nature," "Self-Reliance," "Beauty," and his address on "The American Scholar," studying them in the light of the suggestions given by Professor Burton. In *THE CHAUTAUQUAN*, 30:600 (1900) appeared a special study of his essay on "Self-Reliance," which will be found suggestive.
5. Reading: Selections from the Emerson's poetry.
6. Some thoughts from The Emerson Centennial: Brief reports giving some suggestive thoughts from the following articles: "Emerson as a Religious Influence," by George A. Gordon, *Atlantic*, May, 1903; the "Emerson Centennial," by G. W. Cooke, *New England Magazine*, May, 1903; "Emerson as Seer," by President Eliot, *Atlantic*, 91:844.



THE TRAVEL CLUB

FIRST WEEK—

1. Roll-call: Answered by quotations from histories or from current articles relating to the future possibilities of Canada. (See "Greater Britain," Sir Charles Dilke, "Expansion of England," by Seeley, "Canada and the Canadians," by Goldwin Smith.)
2. Papers: "When and Why Montreal Lost Her Position as Capital of Canada;" "The Governor-Generals of Canada and Their Influence;" "Sir John MacDonald, Premier." (See histories and magazine articles.)
3. Map Drawing: Sketch maps of Canada from the coast to Ft. William made from memory. Ten minutes should be allowed for this exercise.
4. Readings: Selections from the poems of Archibald Lampman, with a brief sketch of

his life; or from "The Land of Contrasts, a Briton's View of his American Kin," by Muirhead; or from "A Yankee in Canada," by Thoreau.

5. Discussion: "Comparison between the Canadian System of Government and Our Own." (See "Comparative Study of the Political Systems of Canada and the United States," by Bourinot.) This paper was read at Harvard and Johns Hopkins and can be found in the "Annals of the American Academy of Political Science," published in Philadelphia.
6. Readings: Selections from various Canadian poets: Charles G. D. Roberts, William Henry Drummond, Bliss Carman, William Wilfred Campbell and Frederick George Scott.

SECOND WEEK—

1. Roll-call: "A Study of Canadian Geographical Names." Each member should be assigned a province and should report on the character of the names, French, Indian, English, Saints, etc., and in so far as possible give some idea of their significance.
2. Papers: "The Rival Fur Companies"; "Riel's Rebellions." (See histories by Roberts and Bourinot and "America, A History," by Robert Mackenzie, also the *Canadian Magazine*.)
3. Book Review: "Lords of the North," by Agnes C. Laut.
4. Reading: Selections from "Lords of the North," or from "The Sky Pilot," or "Black Rock," by Ralph Connor.
5. Paper: "Schoolcraft." (See *Popular Science Monthly*, 37:113.)
6. The story of the Indian play of "Hiawatha" at Desbarats. (See folders published by the Canadian Pacific Railway, address S. A. Marks, Sault Ste. Marie, Ontario, Canada.)

THIRD WEEK—

1. Papers: "The Explorers of the Northwest; Frazer, Mackenzie, etc." (See histories and encyclopedias, also the *Canadian Magazine*.) "The School Question in Manitoba." (See "America, A History," R. Mackenzie, and recent magazine articles.)
2. Map Review: From the Great Lakes to the Ocean. (See "Concise Atlas," also railway publications as noted in paragraph in Round Table.)
3. Roll-call: Brief reports on objects of interest

in the "Canadian Switzerland." (See railway publications.)

4. Reading: Whittier's "Bells of St. Boniface," also from "The Matterhorn of the Rockies," *Century*, 66:657 (93).
5. Book Review with Selections: "The Story of the Trapper," by Agnes C. Laut.
6. Reading: Selections from Canadian poets, from "Camping in the Canadian Rockies," by Wilcox, or other books of travel.
7. Discussion: "Are We Good Neighbors to Canada?" (See *New England Magazine*, N. S. 20:731.)

FOURTH WEEK—

1. Roll-call: Answered by events of importance in the Dominion's history since 1867. (Each member should be prepared with at least half a dozen.)
2. Papers: "Canada's Treatment of the Indians; Other Race Problems in Canada." (See histories, encyclopedias and articles in the *Canadian Magazine*.)
3. Oral reports: The Building of the Canadian Pacific Railway (see histories); The Doukhobors (see references in recent magazines).
4. Book Review: "Heralds of Empire," by Agnes C. Laut.
5. Readings: Selections from "My Canadian Journals," by Lady Dufferin, and from "Heralds of Empire."
6. Discussion: The Prose Writers of Canada. (See small pamphlet with this title by S. E. Dawson published by "Renouf," St. Catherine Street, Montreal.)

REPORTS FROM SUMMER ASSEMBLIES FOR 1903.

CHAUTAUQUA, NEW YORK

The season of 1903 at Chautauqua, N. Y., marked substantial advance in many respects. Receipts exceeded those of any previous year. The proportion of persons who came to stay for the full season or for periods of a week or more notably increased, while day admissions were only equaled by the Pan-American year of excursionists. The arrangement of platform topics by weeks, devoted to Civics, Women's Work, Missions, Liquor Problem, The Mob Spirit, and C. L. S. C. Anniversary, increased the educational quality of the Assembly and was reflected in the length of summer residence at Chautauqua. The terms of Summer School sessions have augmented the same tendency. And the public presentation throughout the season of the topics of the coming year in the Chautauqua Home Reading Courses served to attract large numbers of the permanent Chautauqua constituency. The increased attendance during July was very noticeable.

The program from beginning to end maintained a high standard of uniform excellence. During Civics Week the American League for Civic Improvement held its annual meeting, and in coöperation with Chautauqua Institution conducted a Civic Institute, followed by a series of some forty conferences on improvement topics extending

through the season. The New York State Federation of Women's Clubs officially coöperated in the exercises of Women's Week.

The week devoted to a free discussion of "The Mob Spirit in America" aroused intense interest at Chautauqua and induced nation wide discussion of the subject in the press.

The series of morning devotional hours was unusually strong and well attended.

Two successful renditions of the oratorio, "Elijah," emphasized the Chautauqua musical standards under Mr. Alfred Hallam, who also conducted a large children's choir and a men's glee club.

The season culminated in the celebration of the twenty-fifth anniversary of the founding of the C. L. S. C., the Recognition Day address by Hon. Wm. T. Harris, United States Commissioner of Education, the ceremonies of laying the cornerstone of the new Hall of Philosophy, and a C. L. S. C. Alumni banquet. These features are reported in more detail in the C. L. S. C. Round Table in THE CHAUTAUQUAN this month. Enrolment in the C. L. S. C. during the summer showed a remarkable increase.

A Children's Day, with presentation of Chautauqua Junior Naturalist Club certificates and other special exercises, was inaugurated and will become a permanent feature hereafter.

It was the most successful season in the history of the department of summer schools. The total registration, including duplicates, was 3,571, as compared with 3,353 for last year, which was by far the largest up to that time. The number of individuals registered for this year are 2,461, as compared with 2,237 last year.

The Library School was larger than before, and its work received the endorsement of the American Library Association. The registration in the Arts and Crafts School continually taxed the capacity of the village erected especially for this work. The school enlarged its scope and strengthened its staff; today it is one of the most popular phases of Chautauqua activity. Creditable work has been done in the fine arts by representatives of Pratt Institute under the direction of Mr. Hugo Froehlich. The addition of the pottery kiln and wheel, under expert management, has been a valued feature. The enrolment in the School of Music increased substantially, and the same is true of the classes in both French and Spanish. The former, conducted by Alliance Francaise, gives also great promise for larger usefulness in the future. Nature Study has been popular, and Chautauqua has been proved to furnish a remarkable laboratory out of doors. The Nature Study classes have also done a practical work in labeling many of the trees about the grounds. The addition of Mrs. Bertha Kunz Baker to the faculty of the School of Expression was a source of strength. The department of Physical Culture had the best year in its history, the increase in registration being marked. The New York Institute was highly popular with the teachers, who petitioned for a lengthening of the term to six weeks instead of four in future years.

Among the important steps taken during the past year was the election of Dr. W. H. Hickman, late Chancellor of Depauw University, to the presidency of the board of trustees of the Institution. He will spend the greater part of his time representing Chautauqua in the field, and his work gives great promise that the Institution will be able to grapple with many problems not possible before because of lack of needed attention.

Numerous administrative improvements were inaugurated, departments were concentrated, and sanitary conditions were handled by expert health officers.

Plans for making Chautauqua develop into a model community were exhibited and explained, and local civic improvement prizes were offered to the children.

The Professional and Business Men's Club and Grange Building were dedicated this season.

A trolley line is nearly completed between Jamestown and Chautauqua, which will make Chautauqua even more accessible and will run all the year round. By next season it is expected that

the new Hall of Philosophy will be ready for use, and many other improvements be completed.

BEATRICE, NEBRASKA

The Chautauqua Round Tables at the Beatrice Chautauqua were unusually successful this year and the increasing attendance proved that they are one of the most popular as well as important departments of the Assembly.

The greatest interest centered in a series of six talks on the "Wonders of Nature" by Dean Charles Fordyce, of Nebraska Wesleyan University, Lincoln, who was most happy in combining with an accurate scientific knowledge, a lucid and entertaining style.

The remaining few days of the session were devoted to the study of Russia. The last of the Round Tables of the session was in charge of Miss Helen Jansen, who gave an interesting talk on Russian home life—from personal experience and observation. A handsome samovar which had been brought to America when her father was exiled from Russia was on exhibition. She brewed tea in the Russian way and with the assistance of a brother and some nieces served over two hundred with the national beverage of Russia.

CAWKER CITY, KANSAS

The Lincoln Park Chautauqua Association located at Cawker City made its first attempt at definite Chautauqua work this summer, under the management of Mrs. A. G. Limerick, who is superintendent of the C. L. S. C. and of the regular assembly program. Next year arrangements will be made for Recognition Day and a rally of all Chautauquans in the vicinity will be called. Thirty-three readers were enrolled for the course for 1903-4. Lectures and addresses were given by Father Nugent, Rev. Geo. Schort, Rev. L. B. Wickersham, Jahu DeWitt Miller, Rev. J. G. Dougherty, Mrs. Noble Prentiss, Mrs. Grace L. Snyder, Mrs. A. G. Limerick.

The association has bought thirty acres of the park and as time advances will improve it and add departments of work. The attendance was more than double that for 1902 and over one hundred have already secured a tenting location for 1904.

DELAVER, WISCONSIN

The sixth session of Delavan Lake Assembly, which closed August 9, was quite successful and of more than usual interest. The program was a strong one and gave great satisfaction to the patrons of the Assembly. The different lines of department work were in the hands of able and capable leaders and the attendance on each of the classes was larger than in former years. That earnest and zealous Chautauqua worker, Mrs. A. E. Shipley, had charge of the Round Table and C. L. S. C. work and presented that cause from time to time as opportunity permitted. A class

was organized and the outlook for earnest, efficient work in the C. L. S. C. department is very encouraging.

A commodious department building will be erected upon the grounds of the association before the opening of the next session and \$500 has been raised for a new Hall of Philosophy.

DANVILLE, ILLINOIS

The Assembly at Danville, Illinois, closed a successful ten-day session the twenty-eighth of August. The C. L. S. C. was in charge of Mrs. Cora Abernathy and eight graduates received diplomas. The Recognition Day address was given by Mrs. Ormiston Chant, of London, England.

HEDDING, NEW HAMPSHIRE

Hedding Chautauqua, Hedding, N. H., enjoyed a successful season this year. The attendance on the whole was of a gratifying nature. Among those who were heard with profit were Dr. J. M. Buckley of the *Christian Advocate*, New York, Dean A. A. Wright, Boston, the Rev. J. O. Randall, Attleboro, Mass., the Rev. G. H. Spencer, Boston, the Rev. J. Franklin Babb, Lavinia, N. H. The season closed Saturday, August 22, with a grand string concert at which "Building of the Ship" was rendered.

LITHIA SPRINGS ASSEMBLY, ILLINOIS

The thirteenth annual session of Lithia Springs Chautauqua held August 8 to 24 was, as regards real C. L. S. C. work, more successful than any previous assembly. This Assembly began to do C. L. S. C. work in 1895. This last session was characterized by an especially strong interest and enthusiasm for the class and Round Table exercises.

The largest attendance was on the days when Booker T. Washington, Montaville Flowers, Dr. H. W. Sears, O. W. Stewart, Mrs. Leonora M. Lake, and Mrs. L. Ormiston Chant were the speakers. But the attendance at the classes was invariably and unusually good, and the Round Table meetings had to be transferred from Science Hall to the Auditorium. During the first week Mrs. J. M. Hyde held classes in literature, Dr. J. S. Cook treated the early history of Illinois, J. P. Gilbert was teacher of nature study. The second week Mrs. V. LeRoy, with addresses on Emerson and Browning, Dr. John Quincy Adams, with talks on Art in Daily Life, and Rev. R. W. Boynton with Bible Lessons, fully sustained the enthusiasm of the first week.

The afternoon C. L. S. C. Round Table was under direction of Rev. B. W. Tyler, a devoted Chautauquan, and the meetings were invariably lively and profitable. The kindergarten in charge of Miss Jessie Smith and the physical culture and health classes in charge of U. G. Fletcher, and Dr. Calla Zeisel, were unusually well patronized.

Dr. George W. Brown was delayed in arriving at Lithia Springs, so that the Recognition Day services were held in the early twilight hours, four graduates passing through the golden gate. The hour proved a delightful one and the service unusually impressive. There are now seventy-five readers in the vicinity of Lithia Springs and the number will be materially increased this season, more than usual having already made application for membership.

One of the special features of the thirteenth assembly was the Lithia Springs *Daily Chautauquan*, a small but spicy sheet, edited, published and printed on the grounds. It was a great help in concentrating interest and made a happy medium of communication between the management and the one thousand dwellers in the one hundred and fifty tents and cottages.

MAYSVILLE, MISSOURI

The DeKalb County Assembly at Maysville, Mo., closed the most prosperous season in its history August 9, and the managers were encouraged by the best attendance and largest financial returns since the organization eight years ago. Spillman Riggs augmented last year's popularity as manager and his wit and ready retort added spice to each day's program.

The C. L. S. C. department in charge of Miss Alice E. Day enrolled twenty-seven readers for the ensuing year, sixteen of whom were new members. The Recognition Day services awakened much Chautauqua enthusiasm. The procession of graduates, alumni and undergraduates was led by the Sixth U. S. Infantry Band followed by ten little boys carrying United States flags and by twenty-four little girls dressed in white and wreathed in flowers. As the procession passed upon the platform, the children formed in the front and heartily sang a Chautauqua song composed for the occasion by the C. L. S. C. manager. The children were warmly cheered as future members of the C. L. S. C. Dr. McClary gave the Recognition Day address. The management most generously contributed to the success of this department.

Among the lecturers were Jno. R. Sweeney, Robt. McIntyre, M. P. Hunt, Spillman Riggs, Capt. Hobson, Miss Bertha Bowers, Sam Jones and Maud Ballington Booth.

The Sixth U. S. Infantry Band won universal praise, and excellent vocal music was rendered by three quartettes and several soloists of merit. The prospects of the Assembly for long life and prosperity are better than ever before.

MONONA LAKE, MADISON, WISCONSIN

The results of the twenty-third annual Assembly at Monona Lake are most gratifying. A great impetus was given both the C. L. S. C. and Sunday-school work.

The twenty-fifth anniversary celebration was combined with the Recognition Day exercises. Over one hundred Chautauquans escorted the seven graduates to the Golden Gate. These were preceded by the flower girls and banner bearers. The address was delivered by Rev. Geo. M. Brown.

Round Tables were held daily with interesting talks on the books for the course for 1903-4. As a direct result twenty-nine new members were enrolled for the class of 1907.

MONTAGLE, TENNESSEE

Recognition Day at Monteagle was observed on Saturday, August 15. The service was led by Mr. W. S. Fitzgerald. A procession of flower girls marched through the arches of green and threw flowers in the path of the graduates, who were three in number. It was expected that Dr. G. B. Eager would deliver the address to the graduates, but as he was unable to be present, Miss S. C. Battaile, of Nashville, the C. L. S. C. representative, made a short talk, in which she advocated a closer observance of the C. L. S. C. day and suggested plans for a more beautiful effect by having the service at night.

Dr. Geo. Summey has resigned as general manager and is succeeded by Capt. M. B. Pilcher.

MOUNT GRETN, PENNSYLVANIA.

The educational side of the Pennsylvania Chautauqua this year surpassed the most sanguine expectations of the managers. The attendance was larger than usual and both teachers and pupils did superior, faithful work, a practical point in the favor of the summer school, combining study with recreation. A new feature was the appointment of a dean who took charge of the educational work.

Prof. L. E. McGinnes, of Steelton, Pa., had charge of the C. L. S. C. and was ably assisted by Miss Sue E. Stoeber. Recognition Day was appropriately observed and the C. L. S. C. diploma awarded to seven graduates.

NEW ENGLAND CHAUTAUQUA ASSEMBLY, MONTWAIT, MASS.

The New England Chautauqua Assembly after two years of suspended effort, held a successful eight-day session at Montwait, South Framingham, Mass., August 8-15. Rev. Geo. H. Clarke held the combined office of president and superintendent of instruction.

The decision to hold an Assembly was not reached until July 6 but an excellent program was provided and the enthusiasm and appreciation increased daily.

The Sunday School Normal Classes and C. L. S. C. Round Tables were conducted by Superintendent Clarke, Mrs. Ashton Lewis was musical director, Miss Helen Atwater had classes in Physical

Culture, Miss L. Ruth Clarke conducted a Children's Hour, and Dr. Mary Nicola a School of Health.

Lecture and platform addresses were delivered by Revs. A. E. Dunning, D. D.; N. T. Whitaker, D. D.; P. S. Henson, D. D.; Chas. M. Melden, D. D.; A. H. Plumb, Geo. P. Kengott, John R. Gew, Fred H. Morgan, Alfred Noon, John Bowler, Mrs. H. E. Bray, James L. Hill, and Mrs. Roland. Miss Abbie May Evars, Miss Arlene Hall and Miss Helen Atwater furnished excellent reading and Mrs. Bertha Cushing Child was much enjoyed as a soloist.

The twenty-fifth anniversary of the founding of the C. L. S. C. was celebrated at the Round Table by several short addresses.

Recognition Day, August 15, was observed with procession, seven graduates passing through the golden gate, an address by Rev. Chas. M. Melden D. D., and a C. L. S. C. reunion.

Three new members of the class of '07 were enrolled and several former readers signified their purpose of resuming and completing the four years' course.

Plans are already being considered for the Assembly next year.

OCEAN PARK, MAINE

Recognition Day at Ocean Park was observed with an address by Col. Geo. W. Bain, of Kentucky, and a banquet in Porter Memorial Hall in the Grove. Two graduates received diplomas and a large number of Chautauquans were in attendance. The day was saddened by the death of the superintendent, Mrs. S. A. Porter, of Peabody, Mass.

The program was of a high standard—lectures, concerts and popular entertainments attracting large audiences.

The present superintendent is Rev. J. M. Swart.

OTTAWA, KANSAS

The twenty-fifth anniversary of the Ottawa Assembly and of the C. L. S. C. was celebrated in a very popular and successful way. Wednesday, July 15, was Anniversary Day. Dr. Geo. E. Vincent was the orator and ten graduates participated in the Recognition exercises. A banquet under the auspices of the C. L. S. C. was given to the alumni of the Chautauqua course. About two hundred guests were present, including members of the first class of 1882.

Under the able and enthusiastic leadership of Mrs. Alma F. Piatt the C. L. S. C. was given a prominent place and nearly a hundred readers enrolled for the course for 1903-4.

One new building has been added to the already beautiful grounds, the Frances Willard Memorial Hall, built by the W. C. T. U. organization throughout the state of Kansas. Buildings have been painted and a number of minor improvements

added to the grounds. The attendance was larger than for years and the policy and platform of the Assembly was sustained by loyal friends and Chautauquans. The Chautauqua spirit was ever present and the twenty-fifth anniversary marks an epoch in the history of the Ottawa Assembly.

PETERSBURG, ILLINOIS

Old Salem Chautauqua, located at the early home of Abraham Lincoln, near Petersburg, Ill., has just closed its sixth annual, and most successful, Assembly. Four hundred and eighty-five tents and sixty-one cottages and buildings were filled to overflowing with happy hearted Chautauquans. The program was carried through with very few changes, and was conceded by all to be the best ever given at this young and ambitious Assembly. Although the popular lectures and clean, wholesome entertainments were made much of, yet the serious religious and educational purpose of the Assembly was not overshadowed. A daily paper in one of the nearby cities, summarizing the work of this Assembly, said: "Probably the various schools conducted daily form the greatest side of the attractions. The addresses and entertainments are also of the highest order, but the schools meet so many different wants, and are so practical and valuable in instruction, that they are greatly appreciated." This is a correct estimate of the impression made on the popular mind by the Assembly, and is of value as evidence that, as nearly as any short term Assembly can be, Old Salem is true to the highest Chautauqua ideal.

The C. L. S. C. was emphasized in many ways, and was made one of the leading features of the Assembly. Although for sufficient local reasons the Recognition Day service was not used, yet in many other ways C. L. S. C. was given unique prominence. The efficient services of Mrs. Alma F. Piatt and Dr. Geo. M. Brown were had. Dr. Brown delivered the Recognition Day address and one other C. L. S. C. lecture from the auditorium platform, and Round Tables, with appropriate addresses, were held daily. One hundred and sixty-seven readers were enrolled, most of whom are members of the Class of '07. A class organization was formed, and a banquet, attended by nearly one hundred persons, given. C. L. S. C. enthusiasm ran high, and Old Salem will do better things next year.

Fifteen thousand dollars have been appropriated for improvements, and many new buildings with better conveniences will be ready for the Assembly of 1904. The Rev. Geo. H. Turner, Petersburg, Ill., is superintendent.

POCONO PINES, PENNSYLVANIA

The first season of the Pocono Pines Assembly proved successful beyond anticipations and the accommodations were overtaxed. C. L. S. C. Day

was included in the program. Professor Kemp had charge of the day and it was fittingly ended by a boat carnival on the lake.

The conference of the Brotherhood of Andrew and Philip, the Bible Conference and the Summer School were so largely attended that plans are in progress to more than double the capacity. Lodging in tents and camping at Naomi Pines has been so successful that accommodations will be provided for three hundred or more in tents for the season of 1904.

Dr. M. G. Brumbaugh, Chancellor, University of Pennsylvania; Rev. Rufus W. Miller, D. D., Chairman of Executive Board, Philadelphia, Pa.

REMINGTON, INDIANA.

In point of excellence and high character of the program, the Fountain Park Assembly at Remington, Indiana, had a most successful season. Attendance was good. All current expenses were paid with a small surplus left over. The platform talent included such speakers as Dr. Thomas E. Green, Dr. Frank Gunsaulus and others. This Assembly has never actively taken up the Chautauqua Reading Circle work and the management desire an active C. L. S. C. representative next year to develop and establish the Home Reading Courses.

Many new cottages have been built during the past season and orders for a number to be erected next year have been assured.

The methods pursued have been morning hours devoted to Bible studies and sermon or literary lectures; afternoons to popular lectures; evenings to high class entertainments and musicals.

WASHINGTON GROVE, MARYLAND.

Washington Grove Assembly celebrated the twenty-fifth anniversary of the founding of the C. L. S. C. on the evening of Wednesday, August 19. After a lecture by Miss Louise Klein Miller, a short time was spent in giving an account of the founding of the C. L. S. C. and the progress and helpfulness of the work, and then we proceeded to organize the "Washington Grove Chautauqua Literary and Scientific Circle, which has now a membership of some thirty readers. There were no graduates at our Assembly this year, but we have kept the special Chautauqua features and work constantly before our people, and we believe that a very large interest has been created, especially promoted by the lectures during the week by Miss Louise Klein Miller.

The subjects upon which she gave most interesting and instructive talks and lectures during the week were as follows: "Inspiration Derived from the C. L. S. C."; "Relation of Geology to Industrial Progress"; "A Nature Study for Children"; "Relation of Geography to History"; "Encouraging of Good

Reading in the Home"; "Insect Life a Factor in Agriculture and Horticulture" (illustrated); "School Gardens for Children" (illustrated); "Training of Children for Citizenship"; "Evolution of Industrial Society."

We are a young organization, this being our second year, but the interest is growing and we plan to give a larger place to various educational classes and methods for our assembly next season. W. H. H. Smith is chairman.

WATHENA, KANSAS

The fifth annual midsummer Chautauqua at Wathena, Kansas, closed August 9, and is recorded as a success, both financially and otherwise. Many thousands visited the grounds and gave daily audience to an excellent program, arranged on a high intellectual and spiritual plane.

The C. L. S. C. was in charge of Miss E. Jeannetta Zimmerman, of Moray, Kansas, an energetic and enthusiastic Chautauquan. The daily Round Tables under her charge resulted in renewed interest in the Chautauqua movement, with the enrolment of new members. Many clubs gave favorable expression to the adoption of the C. L. S. C. course.

The twenty-fifth anniversary was conspicuously celebrated with music and timely addresses by the superintendent of instruction and Chautauqua graduates. Recognition Day was also appropriately observed. Plans are being perfected for an annual Alumni banquet to be held on the eve of Recognition Day.

Extensive improvements are already in hand and will add much to the popularity of this Assembly.

WINFIELD, KANSAS

The seventeenth session of the Winfield Chautauqua is recorded as a glorious success, and the results are most satisfactory. The platform talent was able and strong, a high standard of excellence being maintained throughout the whole session. Financially the management is greatly encouraged, as the receipts exceeded the expenditures by \$1,500. The attendance was very large and at all times the seating capacity of the buildings was taxed. The greatest benefit to be derived from this successful season is the impetus and enthusiasm created for all things Chautauquan. The people are awaking to the possibilities of the Assembly and one of the first fruits of the Chautauqua spirit is the interest in the C. L. S. C. reading course. Over one hundred and twenty-five enrolled for the American year at the headquarters of the state secretary.

Recognition Day services were impressive,

grand and inspiring—forty-five graduates receiving diplomas.

During the past year many permanent improvements have been made and the net profit realized this year will go toward making the park site more beautiful and attractive. The tabernacle will be greatly enlarged and the following directors of the various departments have been engaged for 1904:

Mrs. Bertha Kunz Baker, of English Literature; Mrs. Lamoreaux, Sunday-School Methods; Mrs. Piatt, C. L. S. C.; Mrs. Hutchinson, W. C. T. U.; Prof. Plank, of the Boys' Club; Miss Hall, of the Girls' Club; Prof. Johnson, of the Department of Music; Mrs. Mitchell, of Art; Miss Shultz, of Kindergarten, and Miss Kimber of K. E. S. A.

WINONA, INDIANA

Winona Assembly and Summer School reports the most successful season in its history this year. Gate admissions were nearly double those of the previous year and receipts in all departments show a gain of from thirty to seventy per cent.

While the Winona Assembly did not celebrate the twenty-fifth anniversary of the founding of the C. L. S. C., the exercises of Recognition Day were exceedingly satisfactory. Dr. George E. Vincent delivered the Recognition Day address and presented diplomas to about forty graduates. An encouraging number of new members of the C. L. S. C. enrolled.

Among the improvements of the past year, Winona announces a new electric railway from Winona Lake to Warsaw, an electric light plant, golf club house, new hotel, enlargement and improvement of the auditorium, erection of the Mount Memorial building for the Winona Agricultural and Technical Institute; also Strain Memorial Hall, a boys' dormitory; a number of new boarding houses and about seventy-five new cottages. The water works and sewer system has been enlarged, cement walks have been laid, two hundred and eighteen acres have been added to the park, and a new heating plant for permanent buildings has been put in.

The estimated attendance at the Bible conference was twelve thousand, including two thousand ministers.

The Board of Directors has ordered the construction of a mammoth open-air auditorium, and a number of boarding houses especially adapted to the needs of students. This enterprising Assembly is making rapid progress.

[Other Assembly reports will appear in November.]

Talk About Books

We are indebted to John Fiske for one more delightful study in American history. The volume before us is not a connected and consecutive history of the early days of Canada and the United States; it is rather a series of studies, touching the most important events in the early history of English North America. The adventures of Cartier, the life and works of Champlain, the wonderful achievements of La Salle, and the memorable feud between the French and the Iroquois are the themes of interesting passages. The Salem witchcraft is discussed in a delightful chapter; and finally the wars which made England predominant in the New World. We read again with pleasure tributes to Washington and Wolfe: our author never tired in his admiration for these men. The whole book is good, the style is beautiful, the story fascinating.

J. G. C.

["New France and New England." By John Fiske. \$1.65 net. Boston: Houghton, Mifflin & Co.]

"Life Histories" is an attractive title for a series of biographies being issued by the Appletons. The day of the eulogistic, lofty style of biographical writing is past. Readers now demand that the subject be presented to them as a living personage. This has been most happily accomplished in the latest number of this series, "Father Marquette," by Reuben Gold Thwaites, the versatile secretary of the Wisconsin Historical Society. Brought freshly in touch with the courage, the hardships, and the tragic end of Marquette, Dr. Thwaites here describes with keen sympathy the voluntary exile of the "black gown," as the Indians called the missionary priest. Up the St. Lawrence, over the Great Lakes, up and down the Mississippi Valley, goes the entrancing story, following the wanderings of the priest, picturing his difficulties in overcoming the stoicism of the savage and the hostility of the medicine man, describing him as led only by the desire of turning the heathen to Christianity. At last the exhausted and emaciated propagandist is carried to some high ground in the present state of Michigan, near the lake of that name. Here he awaited death, "dying, as he had always prayed, in a wretched cabin in the midst of the forests and bereft of all human succor." The recent task of translating and editing the "Relations" of these Jesuits, published annually in France for many years, has fitted the author especially for this life history.

E. E. S.

["Father Marquette." By Reuben Gold Thwaites. New York. D. Appleton & Co.]

"Romances of Early America" is the title of a most attractively bound book of short stories by Edward Robins. The reader soon suspects that the author prefers the "Sally Wisters" and "Peggy Chews" of ye olden days to the maidens of today, and is not surprised to find

him saying, "It is only the new woman who can stand the loss of beauty with equanimity and the new woman seldom has any to lose." We meet many old acquaintances in the book, and among the first the beautiful scrub-maid Agnes Surriage, to whom the earthquake of Lisbon did such a good turn by developing a conscience in Lord Frankland. We are given, too, some gossip stories of the early New York governors and their economical wives. The beautiful Dolly Madison comes in for her share of attention, and the wooings of Washington are laid open to sacrilegious gaze. We are warned to be careful how we set the great man on a pedestal, and are bidden to meditate upon what might have been if Washington had married Mary Philipse instead of Martha Custis. It is a little startling to find Flora McDonald figuring in American romance until we recall the fact, if we ever knew it, that she was banished to America after the rebellion of 1745 and settled at Fayetteville in North Carolina. There are many good stories in the book; it cannot but be a subject of regret, however, that the author has not told them in a brighter way. The style, in attempting perhaps to catch the tone of Revolutionary days, is often tiresomely commonplace.

M. D.

["Romances of Early America." By Edward Robins. New York: George W. Jacobs & Co.]

To collectors of old china and all lovers of ceramic art "The Old China Book" will be eagerly welcomed for its vast fund of information and valuable illustrations of the pottery of the eighteenth century. To those who have not made a study of this fascinating subject, Mrs. Moore's delightful book will prove a veritable inspiration, and it will also delight those who have made such a study.

Beginning with a description of early pottery the author leads us through the history of the Staffordshire, Liverpool and other English potteries. Whether these instructive records make a "china crank" of the reader or not certainly the author is to be highly commended for a work which should be part of the education of the housekeeper as well as lover of decorative art. It is not, however, as a mere record of the making of old English china that this book is of value but the reader finds an additional charm in the many interesting stories or historical incidents related in connection with the pottery illustrated and described. A large portion of the book is devoted to the story of Wedgewood—and the author pays a fitting tribute to the man, great in his character, work and art.

G. M. B.

["The Old China Book, including Staffordshire, Wedgewood, Lustre and other English Pottery and porcelain." By N. Hudson Moore, 5 3/4 x 8 1/2, 150 illustrations. Classified lists of 711 views by English potters. Indexed. New York: Frederick A. Stokes Co.]

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Emblem—Greek Lamp.

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Class Flower—Heliotrope.

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